# How can I solve problems while moving?

PDHPE Stage 3

## 10 weeks Term – Year –

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## Big idea and key concept

The ‘big idea’ is the over-arching concept that is being addressed or challenged throughout the unit. For example, ‘risk-taking is healthy’.

Using my body to solve problems. Solutions to challenges come in many different forms.

Effort awareness, spatial awareness, relationships with people, objects and space. (Movement concepts – page 133 PDHPE K-10 syllabus)

## Essential question and unit title

This question drives both teaching and learning within the unit. Every activity should be working towards answering this question. For example, ‘How can I manage risk and still have fun?’

How can I solve problems while moving?

## Unit description

Students recognise possible solutions to movement challenge and apply a variety of strategies. They reflect upon previous experiences and suggest ways to refine performance. Students create, adapt and apply rules to provide an inclusive learning environment that caters for individual strengths.

## Contextual statement

Further development of problem-solving skills will support students maintain their involvement in physical activity. Learning how to create a relevant and meaningful movement challenge and solve the problem within the activity will provide students with the knowledge, understanding and skills to create lifelong physical activity experiences for themselves and others.

## Skills and propositions

### Skills in focus

What specific skills are being learned, developed and applied throughout this unit of work? Refer to pages 27-30 of the PDHPE K-10 syllabus.

#### Self-management skills (S)

* Self-awareness
  + reflective practice
* Decision making and problem solving
  + finding solutions to problems
  + analysis

#### Interpersonal skills (I)

* Communication
  + giving and receiving feedback
* Collaboration, inclusion and relationship-building
  + recognising and using their own abilities and strengths and those of others

#### Movement skills (M)

* Fundamental and specialised movement skills and concepts
  + object control
* Tactical and creative movement
  + selecting, applying, transferring, adapting and evaluating movement skills
  + applying movement concepts, rules, strategies and tactics
  + assessing rules, strategies and tactics and how they influence movement and performance when applied across different movement contexts.
* Health and fitness enhancing movement
  + managing risk and promoting safety
  + fair and ethical participation

### Propositions

Describe how specific propositions are embedded throughout the unit of work. The 5 propositions are outlined on pages 24-25 of the PDHPE K-10 syllabus.

#### Focus on educative purpose

Students develop their knowledge, understanding and skills of how to move their body to send and object towards a target. They start to understand how moving their body in different ways affects the way the object travels (direction, distance, height, speed).

#### Take a strengths based approach

Students will be encouraged to draw upon their own strengths and capabilities to further strengthen their knowledge, skills and understandings while they explore how to effectively play and adapt movement challenges.

#### Value movement

Students participate in a wide range of movement experiences to develop skills across all 3 domains and understand how these skills can transfer to different contexts.

Regular modification of movement challenges to meet student needs and interests while maintaining relevancy and engagement.

Students explore movement and compare different techniques/styles to learn what can influence the quality and effectiveness of the movement.

## Organisation of teaching and learning activities

### Key Inquiry Questions and syllabus content

What syllabus content is being addressed in each teaching and learning activity?

### Teaching and learning activities

A detailed description of the teaching and learning strategies that the teacher will provide for students to learn, develop and apply knowledge, understanding and skills. The following sub-headings are used.

#### Activity

A description of the suggested teaching and learning activity.

#### Teacher notes

Information that may support teachers with delivery of the teaching and learning activities. This may include concepts and content that may be deemed to be sensitive and/or controversial.

#### Discussion

The suggested discussion opportunities should be delivered in a manner that best suits your context. These can be between peers, in small groups, as a whole class or a one-on-one teacher-student conference. Sample questions and scenarios may be adapted to meet student needs in a manner that is reflective of school and community context.

#### Reflection

The suggested reflection that links to the essential question that is also the unit title. This question drives teaching and learning and all activities have been designed to enable students to answer it. This reflection provides further opportunity to reinforce student learning and may act as an ongoing demonstration of student knowledge, understanding and skills.

#### Resources

A list of resources required to deliver the lesson as described. Teachers may choose to use alternative learning tools and activities that best meet student needs. Alternative examples include learning tools and activities from the department’s [Digital Learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/).

## Lesson 1

Lesson 1 - Assessment framework

|  |  |  |
| --- | --- | --- |
| Outcomes | Student learning goals – students are learning to | Evidence of learning – students can |
| PD3-4 adapts movement skills in a variety of physical activity contexts | refine and adapt movement skills to perform specialised movements related to target games. | identify and apply changes to their throwing/kicking/striking technique to cater for strengths and weaknesses  Activities 3-4 |
| PD3-4 adapts movement skills in a variety of physical activity contexts | adapt techniques to cater for changing game settings and rules. | explain how they adjusted effort, the use of space and equipment to send an object (throw/kick/strike) specific to the game setting, rules and individual strengths  Activities 3-4 |
| PD3-4 adapts movement skills in a variety of physical activity contexts | adapt and apply different movement skills in a variety of whole class and small group challenges | select and adapt locomotor, object control and stability skills to perform specialised movement patterns related to the fast start challenge/activity  Activity 1 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | propose, explain and refine strategies to successfully complete a movement challenge | propose, explain, apply and refine strategies that are specific to the game setting, rules, scoring system, individual strengths  Activities 2-4 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | explain the rationale for particular rules, strategies and tactics | create, modify and apply rules and scoring systems to challenge individual strengths and explain the rationale  Activities 3-4 |
| PD3-9 applies and adapts self-management skills to respond to personal and group situations | reflect upon performances to propose changes to specialised movement skills and/or strategy to improve in future challenges/games | propose and understand alternative strategies that may contribute to improved success in a fast start activity  Activity 1 |
| PD3-9 applies and adapts self-management skills to respond to personal and group situations | recognise individual strengths related to the movement challenge | identify and explain individual strengths related to the target game setting (for example, skill execution, understanding of and ability to adapt strategy, communication, collaboration, inclusion)  Activities 3-4 |

### Key inquiry questions and syllabus content

How can we adapt and perform movement skills in different situations?

Students:

* perform and refine movement skills to a variety of situations, for example:
  + vary locomotor movement patterns to cater for variations in movement, for example, sprinting, distance running, sidestepping, dodging and defensive/offensive game skills **M** Critical and creative thinking icon
  + adapt movement techniques to cater for the use of different equipment and physical activities or games settings, for example, accuracy, force, speed, distance, direction and control **M** Critical and creative thinking icon
  + use feedback to modify and adapt performance as a result of practice, peer and self-assessment, for example, video recording to provide feedback on performance. **S M** Information and communication technology capability icon
* practise specialised movement skills and apply them in a variety of movement sequences and situations, for example: (ACPMP061)
  + refine object control skills to perform specialised movement patterns related to a variety of games and sports, e.g. bowl/pitch, shoulder pass, chest pass, bounce pass, forehand, backhand strike, serve, punt, drop kick, tag/touch **M** Critical and creative thinking icon
  + apply kicking, striking and throwing skills to propel an object for accuracy and/or distance to maintain possession and/or implement strategies in games and sports, physical activities
* manipulate and modify elements of space, time, objects, effort and people to perform movement sequences, for example: (ACPMP065)
  + demonstrate an understanding of how to adjust the force and speed of an object to improve accuracy and control, e.g. throw, catch, dribble, strike, kick, trap/pass **M** Numeracy icon

How can we use strategies and tactics to create solutions to movement challenges?

Students:

* apply critical and creative thinking to generate, create and access solutions to movement challenges, for example: (ACPMP068)
  + recognise and consider a number of solutions to movement challenges and justify which solution is most appropriate or effective **S M** Critical and creative thinking icon Personal and social capability icon
  + assess and refine strategies to persist and successfully perform new and challenging movement skills and sequences **S M** Critical and creative thinking icon Personal and social capability icon
  + implement tactics which account for their own strengths and the strengths of others in group and team activities **S M** Critical and creative thinking icon Personal and social capability icon
  + explain the rationale for particular rules, strategies and tactics in individual/group/team physical activities, games and sports **S I M** Critical and creative thinking icon Literacy icon

How can we work with others to build positive relationships during physical activity?

Students:

* demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities, for example: (ACPMP069)
  + correctly interpret, explain and/or apply rules in games and physical activities **I M** Ethical understanding icon Literacy icon Personal and social capability icon

### Teaching and learning activities

Teaching considerations

#### Activity 1 – fast start – get the bean bag

Teacher:

* selects a playing area and marks boundaries
* **organises students into pairs**
* **provides 3 bean bags and one cone/marker per student (bean bags may be substituted for any small object that is safe to carry).**

**Students:**

* **pairs stand opposite another pair (2-3 metres apart) with cone and bean bags on the ground**
* **when teacher calls “Go!” one person from each pair run to collect 1 bean bag from their opposition**
* **return the bean bag to sit next to their own cone**
* **swap with their partner once the bean bag is on the ground**
* **aim to collect as many bean bags as possible as a pair in the time designated by the teacher**
* **automatically win the game if they can have 5 bean bags in their possession.**

**Variations:**

* **increase/decrease the distance between students**
* **increase/decrease the number of bean bags each team start with**
* **negotiate the number of bean bags for each team based off previous results**
* **throw the bean bag back to their partner**
* **use different locomotor skills to travel to/from the cone, for example, jump, hop, skip**
* **play 1 vs 1 game.**

##### ****Sample questions****

* **What strategy did you use to collect bean bags quickly?**
* **How could you adjust your challenge to make it more evenly matched?**

**(Adapted from Sport Australia 2019** ©**,** [Playing for Life activity cards](https://www.sportaus.gov.au/p4l))

#### Activity 2 – obstacle throwing golf – intro

Teacher:

* refer to ‘[throw’](https://www.sportaus.gov.au/__data/assets/pdf_file/0013/704002/Throlf.pdf) ‘Playing for life’ card for suggestions of activity design
* organises students into pairs
* chooses a ‘starting point’ or throwing line that allows for students to safely throw a ball/object from
* reminds students that they should aim to hit the target in as fewer throws as possible
* discusses what an obstacle is with students
* explains that students can select and use the throwing style they consider to be most suitable to hit the target
* refers to Appendix 1 for examples of ‘obstacle throwing golf’
* asks sample discussion questions after students have played the game several times.

Students:

* select or create a target they can safely throw a soft object towards
* create or choose an object that will act as an obstacle between the throwing line and the target
* consider which throwing style will be most suitable to hit the target and how they will avoid the obstacle
* play ‘Obstacle throwing golf’. Re-visiting several times to reflect upon performances and develop/modify strategies for success in the game.

##### Sample questions

* What throwing style did you use to avoid the obstacle? Was it effective? What makes you say that?
* How could you refine your throwing style, so it is more effective?
* What changes can you make to the challenge to create the optimal level of challenge? (not too easy, not too hard)

#### Activity 3 – obstacle throwing golf – advanced (strengths)

**Explain the focus of this activity is to identify and challenge their own strengths within the game. Students will propose and make changes to the rules and structure of obstacle golf to challenge their individual strengths. As the focus is to challenge individuals’ strengths, each student may suggest different changes to the challenge.**

**Examples of individual strengths may include:**

* **‘I am very consistent when throwing underarm at a target over a short distance’.**
* **‘I can throw the ball a long way using an overarm throw’**
* **‘I am very good at judging the appropriate amount of force to apply to my throws’.**
* **‘I am very good at rebounding the ball off the wall to avoid the obstacle’.**

**Students will then suggest changes to the game and/or create rules to challenge their strengths. Examples of changes may include:**

* **Moving the obstacle closer to the target. If the student identified their ability to use an underarm throw over a short distance as a strength, by moving the obstacle closer to the target this may block the direct path to the target and challenge the accuracy of the throw. It may also require the student to approach the target from a different angle.**
* **Introducing the rule that the first throw must be underarm. If the student identified the overarm throw as a strength, by not allowing them to use it on their first throw the game will become more challenging.**
* **Change the object that is thrown. If the student identified their ability to judge the appropriate amount of force required, by giving them a ball/object that bounces high and rolls fast it will increase the challenge of judging the correct amount of force.**

**Students:**

* suggest and apply changes that are relevant to their own strengths
* play ‘Obstacle throwing golf – advanced’. Multiple games should be played to allow students to refine their strategies and reflect upon their performances
* discuss with peers to suggest and apply changes to the game **in order to create the optimal level of challenge (not too easy, not too hard).**

##### Sample questions

* **How did you adapt your throwing style to overcome the increased challenge? Was it successful? What makes you say that?**
* How could you refine your strategy, so it is more effective in future games?

#### Activity 4 – transferring understanding and skills

**The activities that are suggested as options aim to allow students to transfer their understanding of their own strengths, how to modify game rules and structures, and to apply their movement skills and strategies.**

**The teacher may choose which game is played depending on student’s abilities, needs and interests. Where suitable, allow students to choose which game they play. The focus of these activities is to challenge individual strengths.**

##### Option A – around the world – obstacle throwing golf – advanced

**Students play the challenges created by other pairs in the previous activity. They will then propose changes to the game structure and/or rules to challenge their strengths.**

**As each pair has previously been able to create the game and consequently make their own changes, it is assumed that by playing games created by other pairs this will provide a different type of challenge while allowing them to transfer understanding and skills from their own game. It will also allow for a fast transition from Activity 3.**

##### Option B – bullseye

**Teacher can refer to ‘Appendix 2 – Bullseye’ or ‘**[Bullseye](https://www.sportaus.gov.au/__data/assets/pdf_file/0005/703895/Bullseye.pdf)**’ (courtesy of Sport Australia’s** [Playing for life activity cards](https://www.sportaus.gov.au/p4l)**).**

**Students:**

* select or create a target they can safely throw a soft object towards. If possible, create 1-2 larger rings around the centre target to create a ‘bullseye’. For example, a cone/marker with a skipping rope laid in a circle around it.
* develop a scoring system that reflects the target (its size and distance from the throwing line). It may be 3 points for the centre target, 2 points for the inner ring, 1 point for the outer ring.
* chooses a ‘starting point’ or throwing line that allows for students to safely throw a ball/object.

##### Option C

Student may participate in **both options A and B.**

##### Sample questions

* **Were you able to use your identified strength in this game? How? Was it effective? What makes you say that?**
* **How did you adapt your throwing style and strategy to be effective? Consider how you used and adjusted the amount of force applied, the space and equipment you used.**

#### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question “How can I solve problems while moving?” Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

#### Resources

* 3 bean bags (or similar) and 1 cone per student for the Fast start activity.
* 1 object to throw per student (it is preferable to have multiple other objects/balls available to allow students to swap if necessary).
* Objects to create a target and to act as an obstacle. Examples include hoops, buckets, skipping ropes, cones.

## Lesson 2

Lesson 2 - Assessment framework

|  |  |  |
| --- | --- | --- |
| Outcomes | Student learning goals – students are learning to | Evidence of learning – students can |
| PD3-4 adapts movement skills in a variety of physical activity contexts | refine and adapt movement skills to perform specialised movements related to target games. | identify and apply changes to their throwing/kicking/striking technique to cater for strengths and weaknesses  Activities 6-7 |
| PD3-4 adapts movement skills in a variety of physical activity contexts | adapt and apply different movement skills in a variety of whole class and small group challenges | select and adapt locomotor, object control and stability skills to perform specialised movement patterns related to the fast start challenge/activity  Activity 5 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | propose, explain and refine strategies to successfully complete a movement challenge | propose, explain, apply and refine strategies that are specific to the game setting, rules, scoring system, individual strengths  Activities 6-7 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | predict which movement will be most effective to complete the movement challenge | predict which type of throw/kick/strike will be most effective to avoid an obstacle and hit the target/score a goal  Activity 6 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | propose and apply changes to rules to create more inclusive play | create, modify and apply rules and scoring systems for a more inclusive learning environment  Activities 6-7 |
| PD3-9 applies and adapts self-management skills to respond to personal and group situations | reflect upon performances to propose changes to specialised movement skills and/or strategy to improve in future challenges/games | propose and understand alternative strategies that may contribute to improved success in a fast start activity  Activity 5 |
| PD3-9 applies and adapts self-management skills to respond to personal and group situations | recognise individual strengths related to the movement challenge | identify and explain individual strengths related to the target game setting (for example, skill execution, understanding of and ability to adapt strategy, communication, collaboration, inclusion)  Activity 6 |

### Key inquiry questions and syllabus content

How can we adapt and perform movement skills in different situations?

Students:

* perform and refine movement skills to a variety of situations, for example:
  + vary locomotor movement patterns to cater for variations in movement, eg sprinting, distance running, sidestepping, dodging and defensive/offensive game skills **M** Critical and creative thinking icon
  + adapt movement techniques to cater for the use of different equipment and physical activities or games settings, e.g. accuracy, force, speed, distance, direction and control **M** Critical and creative thinking icon
  + use feedback to modify and adapt performance as a result of practice, peer and self-assessment, e.g. video recording to provide feedback on performance **S M** Information and communication technology capability icon
* practise specialised movement skills and apply them in a variety of movement sequences and situations, for example: (ACPMP061)
  + refine object control skills to perform specialised movement patterns related to a variety of games and sports, e.g. bowl/pitch, shoulder pass, chest pass, bounce pass, forehand, backhand strike, serve, punt, drop kick, tag/touch **M** Critical and creative thinking icon
  + apply kicking, striking and throwing skills to propel an object for accuracy and/or distance to maintain possession and/or implement strategies in games and sports, physical activities
* manipulate and modify elements of space, time, objects, effort and people to perform movement sequences, for example: (ACPMP065)
  + demonstrate an understanding of how to adjust the force and speed of an object to improve accuracy and control, e.g. throw, catch, dribble, strike, kick, trap/pass **M** Numeracy icon

How can we use strategies and tactics to create solutions to movement challenges?

Students:

* apply critical and creative thinking to generate, create and access solutions to movement challenges, for example: (ACPMP068)
  + recognise and consider a number of solutions to movement challenges and justify which solution is most appropriate or effective **S M** Critical and creative thinking icon Personal and social capability icon
  + apply movement skills and strategies from other contexts to generate a solution to an unfamiliar movement challenge, eg games **S M** Critical and creative thinking icon Personal and social capability icon
  + assess and refine strategies to persist and successfully perform new and challenging movement skills and sequences **S M** Critical and creative thinking icon Personal and social capability icon
  + implement tactics which account for their own strengths and the strengths of others in group and team activities **S M** Critical and creative thinking icon Personal and social capability icon
  + explain the rationale for particular rules, strategies and tactics in individual/group/team physical activities, games and sports **S I M** Critical and creative thinking icon Literacy icon

How can we work with others to build positive relationships during physical activity?

Students:

* demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities, for example: (ACPMP069)
  + propose changes to the rules and/or conditions to create more inclusive play and allow for a fairer contest **S I M** Critical and creative thinking icon Ethical understanding icon Personal and social capability icon
  + correctly interpret, explain and/or apply rules in games and physical activities **I M** Ethical understanding icon Literacy icon Personal and social capability icon

### Teaching and learning activities

Teaching considerations

#### Activity 5 – fast start – get the bean bag

**Refer to instructions in Lesson 1 - Activity 1. Different sample questions are provided below to explore how knowledge, understanding and skills have developed further.**

Sample questions:

* **How did you adjust your strategy to collect bean bags quickly?**
* **Was your challenge evenly matched? What makes you say that?**

**(Adapted from Sport Australia 2019 ©,** [Playing for Life activity cards](https://www.sportaus.gov.au/p4l))

#### Activity 6 – obstacle throwing – advanced (inclusion)

The focus of this lesson is further develop student understanding of their strengths so they can adapt game structures and rules to create an inclusive and fair learning environment. The previous lesson required students to focus on their own strengths. This lesson requires students to consider the strengths of other students in relation to their own and how they can adapt games to be inclusive and fair/evenly matched.

##### Teacher notes

Inclusion – Every person, regardless of their gender, race, age, religion, culture or abilities have the right to be a respected and valued member of the community. This means all students are able to participate in a way that allows them to learn, feel safe, achieve success and promotes them reaching their full potential.

For this lesson, we also want the activities to be fair or evenly matched. This means all competing parties have a similar chance of winning.

##### Part 1 – opposite hand

Teacher:

* refer to ‘Appendix 1 – Obstacle golf’ for suggestions of activity design
* discusses what inclusion and fair/evenly matched means
* explains that students will make modifications to the game structure and/or rules and/or scoring system to create a fair/evenly matched game between their dominant (preferred) hand and their non-dominant (opposite) hand
* explains that your dominant (preferred) hand is the one you use to throw most of the time while your non-dominant (opposite) hand is the hand you don’t usually use
* shares some example rules. Examples include the
  + preferred hand must take 3 steps back to take the first throw
  + preferred hand uses the object that has many corners and bounces in many different directions
  + preferred hand has first attempt so the opposite hand can evaluate their strategies and use them to plan their own strategies
* organises students into pairs
* chooses a ‘starting point’ or throwing line that allows for students to safely throw a ball/object from
* reminds students that they should aim to hit the target in as fewer throws as possible.
* explains that students can select and use the throwing style they consider to be most suitable to hit the target
* asks sample discussion questions before and after students have played the game

Students:

* reflect upon the strengths they identified in the previous lesson
* consider how their throwing may be more accurate when using their preferred hand and any differences in technique and success to when you use your opposite hand
* select or create a target they can safely throw a soft object towards
* create or choose an object that will act as an obstacle between the throwing line and the target
* create rules and a scoring system that will allow both hands to be evenly matched.
* consider which throwing style will be most suitable to hit the target and how they will avoid the obstacle
* play ‘Obstacle throwing golf’. Re-visiting several times to reflect upon performances and develop/modify strategies for success in the game
* consider any modifications to game structure, rules or scoring to create a fairer/evenly matched

##### Sample questions

* What similarities and differences have you identified between your dominant (preferred) and non-dominant hand?
* How can you adapt the game to be inclusive and fair/evenly matched for both hands?
* How will you overcome the suggested changes to be successful? What type of throw will you use? Why?

##### Teacher notes

There are many ways that students can make changes to the game to increase or decrease the difficulty for the participants. It is strongly recommended that students change one variable at a time, so they can effectively evaluate the impact this change has on the game. Some variables that can be adapted include

* size of the target
* number of targets
* distance to the target
* size of the obstacle
* number of obstacles
* location of the obstacle/s (in relation to the throwing line and the target. For example, is it blocking the direct path to the target?)
* the way the object is propelled (throw/kick/strike, underarm, overarm, still ball, moving ball, kick from ground/hands)
* the type of object that is propelled (small, large, light, heavy, soft, hard, shape)
* the scoring system (amount of points, scoring zones, penalties)

##### Part 2 – partner vs partner

Teacher:

* explains that students will now adapt the game so that it is inclusive and fairer/evenly matched for both participants
* encourages students to discuss their strengths and the changes that were made in the previous game. Will they be suitable or provide ideas for this game?
* asks sample discussion questions before and after students have played the game

Students:

* reflect upon the strengths they identified in the previous lesson
* discuss and compare their individual strengths with those of their partner
* propose and apply changes that will create an inclusive and fair/evenly matched game
* play ‘Obstacle throwing golf’. Re-visiting several times to reflect upon performances and develop/modify strategies for success
* consider any modifications to game structure, rules or scoring to create a fairer/evenly matched

##### Sample questions

* **What similarities and differences have you identified between your strengths and your partners?**
* **How can you adapt the game to be inclusive and fair/evenly matched?**
* **How will you overcome the suggested changes to be successful? What type of throw will you use? Why?**
* **Was the game fair/evenly matched? What makes you say that? If not, what changes can you suggest?**

#### Activity 7 – Transferring understanding and skills

**The** activities that are suggested as options aim to allow students to transfer their understanding of their own strengths, inclusion and a fair/evenly matched game. It will further deepen their understanding of how to modify game structures, rules, scoring systems and to apply their movement skills and strategies.

**The** teacher may choose which game is played depending on student’s abilities, needs and interests. Where suitable, allow students to choose which game they play. The focus of these activities is to create inclusive and fair games.

##### Option A – Around the world – Obstacle throwing golf – advanced (inclusion)

Students play the challenges created by other pairs in the previous activity. They will then propose changes to the game structure and/or rules to create an inclusive and fair game.

As each pair has previously been able to create the game and consequently make their own changes, it is assumed that by playing games created by other pairs this will provide a different type of challenge while allowing them to transfer understanding and skills from their own game. It will also allow for a fast transition from Activity 6.

##### Option B – bombard

Refer to ‘Appendix 3 – Bombard’ **or ‘**[Bombard](https://www.sportaus.gov.au/__data/assets/pdf_file/0010/703891/Bombard.pdf)**’ (courtesy of Sport Australia’s** [Playing for life activity cards](https://www.sportaus.gov.au/p4l)**).**

**2 or** more teams working in parallel throw soft balls (for example, tennis balls) at a large target ball and try to move the target ball over a goal line. Ensure sufficient space between groups and no one goes into the throwing area during play. At no time should balls be thrown at or in the direction of other players.

Modify the game as shown so each student has their own target to hit. This can be modified so each pair plays against another pair. By keeping participant numbers low for each target this will allow students to identify and apply relevant **game changes that will create an inclusive and fair game.**

##### Option C – corner bowls

**Refer to ‘Appendix 4 – Corner ball’ or ‘Corner ball’ (courtesy of Sport Australia’s** [Playing for life activity cards](https://www.sportaus.gov.au/p4l)**).**

**The number of participants may be adjusted. Prioritise low group numbers to maximise opportunity to participate and for students to identify and apply relevant game changes that will create an inclusive and fair game. Changing the shape of the game is one way to reduce group size.**

##### Option D

Student may participate in a combination of **options A, B and C.**

#### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question “How can I solve problems while moving?” Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

#### Resources

* 3 bean bags (or similar) and 1 cone per student for the Fast start activity.
* 1 object to throw per student (it is preferable to have multiple other objects/balls available to allow students to swap if necessary).
* Objects to create a target and to act as an obstacle. Examples include hoops, buckets, skipping ropes, cones.
* Cones to mark playing areas in options B and C.

## Lesson 3

Lesson 3 - Assessment framework

|  |  |  |
| --- | --- | --- |
| Outcomes | Student learning goals – students are learning to | Evidence of learning – students can |
| PD3-4 adapts movement skills in a variety of physical activity contexts | refine and adapt movement skills to perform specialised movements related to target games. | identify and apply changes to their throwing/kicking/striking technique to cater for strengths and weaknesses  Activities 9-10 |
| PD3-4 adapts movement skills in a variety of physical activity contexts | adapt techniques to cater for changing game settings and rules. | explain how they adjusted effort, the use of space and equipment to send an object (throw/kick/strike) specific to the game setting, rules and individual strengths  Activity 9 |
| PD3-4 adapts movement skills in a variety of physical activity contexts | adapt and apply different movement skills in a variety of whole class and small group challenges | select and adapt locomotor, object control and stability skills to perform specialised movement patterns related to the fast start challenge/activity  Activity 8 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | propose, explain and refine strategies to successfully complete a movement challenge | propose, explain, apply and refine strategies that are specific to the game setting, rules, scoring system, individual strengths  Activities 9-10 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | predict which movement will be most effective to complete the movement challenge | predict which type of throw/kick/strike will be most effective to avoid an obstacle and hit the target/score a goal  Activities 9-10 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | propose and apply changes to rules to create more inclusive play | create, modify and apply rules and scoring systems for a more inclusive learning environment  Activities 9-10 |
| PD3-9 applies and adapts self-management skills to respond to personal and group situations | reflect upon performances to propose changes to specialised movement skills and/or strategy to improve in future challenges/games | propose and understand alternative strategies that may contribute to improved success in a fast start activity  Activity 8 |

### Key inquiry questions and syllabus content

How can we adapt and perform movement skills in different situations?

Students:

* perform and refine movement skills to a variety of situations, for example:
  + vary locomotor movement patterns to cater for variations in movement, eg sprinting, distance running, sidestepping, dodging and defensive/offensive game skills **M** Critical and creative thinking icon
  + adapt movement techniques to cater for the use of different equipment and physical activities or games settings, eg accuracy, force, speed, distance, direction and control **M** Critical and creative thinking icon
  + use feedback to modify and adapt performance as a result of practice, peer and self-assessment, eg video recording to provide feedback on performance **S M** Information and communication technology capability icon
* practise specialised movement skills and apply them in a variety of movement sequences and situations, for example: (ACPMP061)
  + refine object control skills to perform specialised movement patterns related to a variety of games and sports, eg bowl/pitch, shoulder pass, chest pass, bounce pass, forehand, backhand strike, serve, punt, drop kick, tag/touch **M** Critical and creative thinking icon
  + apply kicking, striking and throwing skills to propel an object for accuracy and/or distance to maintain possession and/or implement strategies in games and sports, physical activities
* manipulate and modify elements of space, time, objects, effort and people to perform movement sequences, for example: (ACPMP065)
  + demonstrate an understanding of how to adjust the force and speed of an object to improve accuracy and control, eg throw, catch, dribble, strike, kick, trap/pass **M** Numeracy icon

How can we use strategies and tactics to create solutions to movement challenges?

Students:

* apply critical and creative thinking to generate, create and access solutions to movement challenges, for example: (ACPMP068)
  + recognise and consider a number of solutions to movement challenges and justify which solution is most appropriate or effective **S M** Critical and creative thinking icon Personal and social capability icon
  + apply movement skills and strategies from other contexts to generate a solution to an unfamiliar movement challenge, eg games **S M** Critical and creative thinking icon Personal and social capability icon
  + assess and refine strategies to persist and successfully perform new and challenging movement skills and sequences **S M** Critical and creative thinking icon Personal and social capability icon
  + implement tactics which account for their own strengths and the strengths of others in group and team activities **S M** Critical and creative thinking icon Personal and social capability icon
  + explain the rationale for particular rules, strategies and tactics in individual/group/team physical activities, games and sports **S I M** Critical and creative thinking icon Literacy icon

How can we work with others to build positive relationships during physical activity?

Students:

* demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities, for example: (ACPMP069)
  + propose changes to the rules and/or conditions to create more inclusive play and allow for a farer contest **S I M** Critical and creative thinking icon Ethical understanding icon Personal and social capability icon
  + correctly interpret, explain and/or apply rules in games and physical activities **I M** Ethical understanding icon Literacy icon Personal and social capability icon

### Teaching and learning activities

Teaching considerations

#### Activity 8 – fast start – partner tag

**Teacher:**

* selects a playing area and marks boundaries
* **organises students into pairs**

Students:

* **decide** who will the ‘tagger’ and who will be the ‘runner’. The ‘tagger’ tries to tag their partner as many times as possible in the designated time
* start moving when the Teacher calls ‘Go!’
* communicate the score at the end of the game. 1 tag equals 1 point
* swap roles and repeat the game
* play the game 2-3 times to allow for refinement **of strategies**

**Variations:**

* **increase/decrease the distance between students when starting the game**
* **increase/decrease the size of the playing area**
* **use different locomotor skills to travel, for example, jump, hop, skip**
* **allow a 3-second get-away time after each tag**

##### Sample questions

* **What strategy did** you use to avoid being tagged?
* How did you use your strengths to achieve success in the game?

**(Adapted from Sport Australia 2019 ©,** [Playing for Life activity cards](https://www.sportaus.gov.au/p4l))

#### **Activity 9 – obstacle throwing golf – advanced (alternatives)**

The focus of this lesson is to propose, test and analyse alternative strategies in the game of Obstacle throwing golf’. Students will reinforce their understanding and application of game structures, rules and scoring that accommodate individual strengths while creating an inclusive and fair/evenly matched game.

Teacher:

* explains that students will propose 3 different strategies to hit the target each time they throw. After performing 3 different throws students analyse their position/results and select what they consider to be the best position. This is where they will take their next 3 throws from. If students regularly hit the target with their first round of throws, ask them to make changes to the game so it requires multiple throws.
* encourages students to discuss their strengths and the changes that were made in the previous game. Will they be suitable or provide ideas for this game?
* asks sample discussion questions before and after students have played the game.

Students:

* reflect upon the strengths they identified in the previous lesson
* collect three balls/objects to throw each
* select or create 2-3 targets they can safely throw a soft object towards
* create or choose 2-3 objects that will act as an obstacle between the throwing line and the target
* create rules and a scoring system that will allow both students to be fairly evenly matched
* consider which throwing style will be most suitable to hit the target and how they will avoid the obstacle
* play ‘Obstacle throwing golf’. Re-visiting several times to reflect upon performances and develop/modify strategies for success in the game
* consider any modifications to game structure, rules or scoring to create a more fair/evenly matched

##### Teacher notes

Students may vary their strategy by modifying the style used to throw the ball. For example, underarm, overarm, roll, overhead. They may also modify the how they approach the target and obstacle. For example:

* throwing the ball high directly over the obstacle trying to get it to stop quickly
* applying spin to the ball so it curves around the obstacle
* deliberately aiming wide of the obstacle so their next throw has a more direct line to the target.

##### Sample questions

Before the game:

* What type of throws will you use?
* How will you avoid the obstacle?
* How will you use the space available?
* How will you adjust your body movements to apply different amounts of force to your throw?

##### Sample questions

After the game:

* **Which sol**ution was most effective for each target? What makes you say that?
* How you could refine your strategy and throwing technique for the least successful solution for each target?

#### Activity 10 – transferring understanding and skills

The activities that are suggested as options aim to allow students to transfer their understanding of their own strengths, inclusion, a fair/evenly matched game and testing and analysing alternatives to solving a movement challenge. It will further deepen their understanding of how to modify game structures, rules, scoring systems and to apply their movement skills and strategies.

The teacher may choose which game is played depending on student’s abilities, needs and interests. Where suitable, allow students to choose which game they play. The focus of these activities is to propose, test and analyse alternative solutions to the target game while maintaining an inclusive and fair game.

##### Option A – around the world – obstacle throwing golf – advanced (inclusion)

Students play the challenges created by other pairs in the previous activity. They will then propose changes to the game structure and/or rules to maintain an inclusive and fair game while proposing, testing and analysing solutions to the target game.

As each pair has previously been able to create the game and consequently make their own changes, it is assumed that by playing games created by other pairs this will provide a different type of challenge while allowing them to transfer understanding and skills from their own game. It will also allow for a fast transition from Activity 9.

##### Option B – hit the target

**Refer to ‘Appendix 5 – Hit the target’ or ‘Hit the target’ (courtesy of Sport Australia’s** [Playing for life](https://www.sportaus.gov.au/p4l) **resources).**

**Stu**dents create multiple targets worth different points. Point value can be awarded depending on size of target, distance to target, obstacles between the thrower and the target, whether the ball needs to hit or land inside the target, knock the target over.

Students set a target score in an agreed number of throws. They then reflect upon their performances and propose ways to improve their strategies.

##### Option C

Student may participate in options A and B.

#### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question “How can I solve problems while moving?” Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

#### Resources

* Cones or lines to mark the playing area of the Fast start activity.
* 3 objects to throw per student.
* Objects to create 3 targets and to act as obstacles. Examples include hoops, buckets, skipping ropes, cones.
* Cones to mark playing areas in Option B.

## Lesson 4

Lesson 4 - Assessment framework

|  |  |  |
| --- | --- | --- |
| Outcomes | Student learning goals – students are learning to | Evidence of learning – students can |
| PD3-4 adapts movement skills in a variety of physical activity contexts | refine and adapt movement skills to perform specialised movements related to target games | identify and apply changes to their throwing/kicking/striking technique to cater for strengths and weaknesses  Activities 13-14 |
| PD3-4 adapts movement skills in a variety of physical activity contexts | adapt techniques to cater for changing game settings and rules. | explain how they adjusted effort, the use of space and equipment to send an object (throw/kick/strike) specific to the game setting, rules and individual strengths  Activities 13-14 |
| PD3-4 adapts movement skills in a variety of physical activity contexts | adapt and apply different movement skills in a variety of whole class and small group challenges | select and adapt locomotor, object control and stability skills to perform specialised movement patterns related to the fast start challenge/activity  Activity 11 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | propose, explain and refine strategies to successfully complete a movement challenge | propose, explain, apply and refine strategies that are specific to the game setting, rules, scoring system, individual strengths  Activities 13-14 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | explain the rationale for particular rules, strategies and tactics | create, modify and apply rules and scoring systems to challenge individual strengths and explain the rationale  Activities 13-14 |
| PD3-9 applies and adapts self-management skills to respond to personal and group situations | reflect upon performances to propose changes to specialised movement skills and/or strategy to improve in future challenges/games | propose and understand alternative strategies that may contribute to improved success in a fast start activity  Activity 11 |
| PD3-9 applies and adapts self-management skills to respond to personal and group situations | recognise individual strengths related to the movement challenge | identify and explain individual strengths related to the target game setting (for example, skill execution, understanding of and ability to adapt strategy, communication, collaboration, inclusion)  Activities 13-14 |

### Key inquiry questions and syllabus content

How can we adapt and perform movement skills in different situations?

Students:

* perform and refine movement skills to a variety of situations, for example:
  + vary locomotor movement patterns to cater for variations in movement, eg sprinting, distance running, sidestepping, dodging and defensive/offensive game skills **M** Critical and creative thinking icon
  + adapt movement techniques to cater for the use of different equipment and physical activities or games settings, eg accuracy, force, speed, distance, direction and control **M** Critical and creative thinking icon
  + use feedback to modify and adapt performance as a result of practice, peer and self-assessment, eg video recording to provide feedback on performance **S M** Information and communication technology capability icon
* practise specialised movement skills and apply them in a variety of movement sequences and situations, for example: (ACPMP061)
  + refine object control skills to perform specialised movement patterns related to a variety of games and sports, eg bowl/pitch, shoulder pass, chest pass, bounce pass, forehand, backhand strike, serve, punt, drop kick, tag/touch **M** Critical and creative thinking icon
  + apply kicking, striking and throwing skills to propel an object for accuracy and/or distance to maintain possession and/or implement strategies in games and sports, physical activities
* manipulate and modify elements of space, time, objects, effort and people to perform movement sequences, for example: (ACPMP065)
  + demonstrate an understanding of how to adjust the force and speed of an object to improve accuracy and control, eg throw, catch, dribble, strike, kick, trap/pass **M** Numeracy icon

How can we use strategies and tactics to create solutions to movement challenges?

Students:

* apply critical and creative thinking to generate, create and access solutions to movement challenges, for example: (ACPMP068)
  + recognise and consider a number of solutions to movement challenges and justify which solution is most appropriate or effective **S M** Critical and creative thinking icon Personal and social capability icon
  + apply movement skills and strategies from other contexts to generate a solution to an unfamiliar movement challenge, eg games **S M** Critical and creative thinking icon Personal and social capability icon
  + assess and refine strategies to persist and successfully perform new and challenging movement skills and sequences **S M** Critical and creative thinking icon Personal and social capability icon
  + implement tactics which account for their own strengths and the strengths of others in group and team activities **S M** Critical and creative thinking icon Personal and social capability icon
  + explain the rationale for particular rules, strategies and tactics in individual/group/team physical activities, games and sports **S I M** Critical and creative thinking icon Literacy icon

How can we work with others to build positive relationships during physical activity?

Students:

* demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities, for example: (ACPMP069)
  + correctly interpret, explain and/or apply rules in games and physical activities **I M** Ethical understanding icon Literacy icon Personal and social capability icon

### Teaching and learning activities

Teaching considerations

#### Activity 11 – fast start – partner tag

Refer to instructions in Lesson 3 – Activity 8. Different sample questions are provided below to explore how knowledge, understanding and skills have developed further.

##### ****Sample questions****

* What strategy did you use to tag others?
* How did you use your strengths to achieve success in the game?

(Adapted from Sport Australia 2019 ©**,** [Playing for Life activity cards](https://www.sportaus.gov.au/p4l))

##### Teacher notes

Students will re-visit the activities that were completed in Lessons 1-3 to deepen their understanding of appropriate strategies to solve movement challenges in target games. Students will continue to identify individual strengths, create inclusive and fair games while proposing, testing and analysing alternative solutions. Lessons 4-6 will focus on the movement skill of kicking while following the learning sequence of lessons 1-3.

#### **Activity 12 – obstacle kicking golf – intro**

Refer to instructions in Lesson 1 – Activity 2 and apply using the movement skill of kicking. When creating targets students may use cones or other objects to create a small goal.

Different sample questions are provided below to explore how knowledge, understanding and skills have developed further and can be transferred to kicking.

##### Sample questions

* What parts of the throw or strategies you used in previous lessons may transfer to this kicking challenge?
* What throwing style did you use to avoid the obstacle? Was it effective? What makes you say that?
* How could you refine your throwing style so it is more effective?
* What changes can you make to the challenge to create the optimal level of challenge? (not too easy, not too hard)

#### Activity 13 – obstacle kicking golf – advanced (strengths)

**Refer to** instructions in Lesson 1 - Activity 3 and apply using the movement skill of kicking. Different examples and sample questions are provided below to explore how knowledge, understanding and skills have developed further and can be transferred to kicking.

Examples of individual strengths may include:

* **‘I am very consistent when kicking at a target/goal over a short distance’**
* **‘I can** kick **the ball a long way using a punt kick (kick from the hands)’**
* **‘I am very good at judging the appropriate amount of force to apply to my** kicks**’**
* **‘I am very good at rebounding the ball off the wall to avoid the obstacle’**

Students will then suggest changes to the game and/or create rules to challenge their strengths. **Examples of changes may include:**

* **Moving the obstacle closer to the target/goal. If the student identified their ability to kick accurately over a short distance as a strength, by moving the obstacle closer to the target/goal this may block the direct path to the target/goal and challenge the accuracy of the** kick**. It may also require the student to approach the target/goal from a different angle**
* **Introducing the rule that the first** kick **has to be with the ball on the ground. If the student identified the punt kick as a strength, by not allowing them to use it on their first** kick **the game will become more challenging**
* **Change the object that is** kicked**. If the student identified their ability to judge the appropriate amount of force required, by giving them a ball/object that bounces high and rolls fast it will increase the challenge of judging the correct amount of force**

##### Sample questions

* **How did you** adapt your kicking style to overcome the increased challenge? Was it successful? What makes you say that?
* Was your strategy similar to the one used in the throwing version of this game? What makes you say that? Was it effective?
* How could you refine your strategy so it is more effective in future games?

#### **Activity 14 – transferring and understanding skills**

Refer to instructions in Lesson 1 – Activity 4 and apply using the movement skill of kicking. Students participate in one or more of the options suggested. Playing the same option as Lesson 1 may provide greater opportunity to compare and transfer knowledge and understanding of movement skill and strategies.

Different sample questions are provided below to explore how knowledge, understanding and skills have developed further and can be transferred to kicking.

* Option A – around the world – Obstacle kicking golf – advanced
* Option B – bullseye
* Option C – s**tudent may participate in both options A and B.**

##### Sample questions

* What can you do or know/understand about throwing that will transfer into this kicking game?
* Were you able to use your identified strength in this game? How? Was it effective? What makes you say that?
* How did you adapt your kicking style and strategy to be effective? Consider how you used and adjusted **the amount of force applied, the space and equipment you used.**

#### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I solve problems while moving?’. Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

#### Resources

* Cones or current landmarks to mark the Fast start activity playing area.
* 1 ball/object to kick per student (it is preferable to have multiple other objects/balls available to allow students to swap if necessary).
* Objects to create a target/small goal and to act as an obstacle. Examples include hoops, buckets, skipping ropes, cones.

## Lesson 5

Lesson 5 - Assessment framework

|  |  |  |
| --- | --- | --- |
| Outcomes | Student learning goals – students are learning to | Evidence of learning – students can |
| PD3-4 adapts movement skills in a variety of physical activity contexts | refine and adapt movement skills to perform specialised movements related to target games. | identify and apply changes to their throwing/kicking/striking technique to cater for strengths and weaknesses  Activities 16-17 |
| PD3-4 adapts movement skills in a variety of physical activity contexts | adapt and apply different movement skills in a variety of whole class and small group challenges | select and adapt locomotor, object control and stability skills to perform specialised movement patterns related to the fast start challenge/activity  Activity 15 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | propose, explain and refine strategies to successfully complete a movement challenge | propose, explain, apply and refine strategies that are specific to the game setting, rules, scoring system, individual strengths  Activities 16-17 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | predict which movement will be most effective to complete the movement challenge | predict which type of throw/kick/strike will be most effective to avoid an obstacle and hit the target/score a goal  Activity 16 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | propose and apply changes to rules to create more inclusive play | create, modify and apply rules and scoring systems for a more inclusive learning environment  Activities 16-17 |
| PD3-9 applies and adapts self-management skills to respond to personal and group situations | reflect upon performances to propose changes to specialised movement skills and/or strategy to improve in future challenges/games | propose and understand alternative strategies that may contribute to improved success in a fast start activity  Activity 15 |
| PD3-9 applies and adapts self-management skills to respond to personal and group situations | recognise individual strengths related to the movement challenge | identify and explain individual strengths related to the target game setting (for example, skill execution, understanding of and ability to adapt strategy, communication, collaboration, inclusion)  Activity 16 |

### Key inquiry questions and syllabus content

How can we adapt and perform movement skills in different situations?

Students:

* perform and refine movement skills to a variety of situations, for example:
  + vary locomotor movement patterns to cater for variations in movement, eg sprinting, distance running, sidestepping, dodging and defensive/offensive game skills **M** Critical and creative thinking icon
  + adapt movement techniques to cater for the use of different equipment and physical activities or games settings, eg accuracy, force, speed, distance, direction and control **M** Critical and creative thinking icon
  + use feedback to modify and adapt performance as a result of practice, peer and self-assessment, eg video recording to provide feedback on performance **S M** Information and communication technology capability icon
* practise specialised movement skills and apply them in a variety of movement sequences and situations, for example: (ACPMP061)
  + refine object control skills to perform specialised movement patterns related to a variety of games and sports, eg bowl/pitch, shoulder pass, chest pass, bounce pass, forehand, backhand strike, serve, punt, drop kick, tag/touch **M** Critical and creative thinking icon
  + apply kicking, striking and throwing skills to propel an object for accuracy and/or distance to maintain possession and/or implement strategies in games and sports, physical activities
* manipulate and modify elements of space, time, objects, effort and people to perform movement sequences, for example: (ACPMP065)
  + demonstrate an understanding of how to adjust the force and speed of an object to improve accuracy and control, eg throw, catch, dribble, strike, kick, trap/pass **M** Numeracy icon

How can we use strategies and tactics to create solutions to movement challenges?

Students:

* apply critical and creative thinking to generate, create and access solutions to movement challenges, for example: (ACPMP068)
  + recognise and consider a number of solutions to movement challenges and justify which solution is most appropriate or effective **S M** Critical and creative thinking icon Personal and social capability icon
  + apply movement skills and strategies from other contexts to generate a solution to an unfamiliar movement challenge, eg games **S M** Critical and creative thinking icon Personal and social capability icon
  + assess and refine strategies to persist and successfully perform new and challenging movement skills and sequences **S M** Critical and creative thinking icon Personal and social capability icon
  + implement tactics which account for their own strengths and the strengths of others in group and team activities **S M** Critical and creative thinking icon Personal and social capability icon
  + explain the rationale for particular rules, strategies and tactics in individual/group/team physical activities, games and sports **S I M** Critical and creative thinking icon Literacy icon

How can we work with others to build positive relationships during physical activity?

Students:

* demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities, for example: (ACPMP069)
  + propose changes to the rules and/or conditions to create more inclusive play and allow for a fairer contest **S I M** Critical and creative thinking icon Ethical understanding icon Personal and social capability icon
  + correctly interpret, explain and/or apply rules in games and physical activities **I M** Ethical understanding icon Literacy icon Personal and social capability icon

### Teaching and learning activities

Teaching considerations

#### Activity 15 – fast start – beat the clock

Teacher:

* selects a playing area and marks boundaries
* organises students into pairs
* provides one cone/marker per student

Students:

* stand opposite each other (2-3 metres apart) with one ball to share
* throw the ball to their partner to catch
* swap positions after every throw
* score a point for every catch and swap
* aim to score as many points as possible as a pair in the time designated by the teacher

Variations:

* **incre**ase/decrease the distance between students
* use a wide variety of balls, for example, different shapes, sizes and weight
* use different locomotor skills to travel to/from the cone, for example, jump, hop, skip

##### Sample questions

* How did you communicate with your partner to move and swap positions quickly?
* What type of throw was most effective? What makes you say that?

**(Adapted from the NSW Department of Education website, 2015.** [Fundamental movement skills in action](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/physical-education/resources))

#### Activity 16 – obstacle kicking golf – advanced (inclusion)

Refer to instructions in Lesson 2 - Activity 6 and apply using the movement skill of kicking. Different examples and sample questions are provided below to explore how knowledge, understanding and skills have developed further and can be transferred to kicking.

##### Part 1 – opposite foot

Examples include the:

* preferred foot must take 3 steps back to take the first **kick**
* preferred foot uses the object that has many corners and bounces in many different directions
* preferred foot has first attempt so the opposite foot can evaluate their strategies and use them to plan their own strategies.

Discuss the most common ways students may choose to kick may be a:

* stationary ball on the ground
* punt kick (kick ball from hands)
* ball on a tee (ball is sitting on an object that allows the ball to sit slightly elevated)
* moving ball (rolling or bouncing).

##### Sample questions

* What similarities and differences have you identified between your dominant (preferred) and non-dominant foot?
* How can you adapt the game to be inclusive and fair/evenly matched for both feet?
* How will you overcome the suggested changes to be successful? What type of kick will you use? Why?
* Did you notice a similar different between your dominant and non-dominant side kicking as you did for throwing? Why do you think this is the case?

##### Teacher notes

There are many ways that students can make changes to the game to increase or decrease the difficulty for the participants. It is strongly recommended that students change one variable at a time so they are able to effectively evaluate the impact this change has on the game. Some variables that can be adapted include:

* size of the target
* number of targets
* distance to the target
* size of the obstacle
* number of obstacles
* location of the obstacle/s (in relation to the throwing line and the target. For example, is it blocking the direct path to the target?)
* the way the object is propelled (throw/kick/strike, underarm, overarm, still ball, moving ball, kick from ground/hands)
* the type of object that is propelled (small, large, light, heavy, soft, hard, shape)
* the scoring system (amount of points, scoring zones, penalties)

##### Part 2 – partner vs partner

##### ****S**ample questions**

* What similarities and differences have you identified between your strengths and your partners?
* How can you adapt the game to be inclusive and fair/evenly matched?
* Will the changes be similar to those made in the throwing version of this game? What makes you say that?
* How will you overcome the suggested changes to be successful? What type of kick will you use? Why?
* Was the game fair/evenly matched? What makes you say that? If not, what changes can you suggest?

#### Activity 17 – transferring understanding and skills

Refer to instructions in Lesson 2 – Activity 7 and apply using the movement skill of kicking. Students participate in one or more of the options suggested. Playing the same option as Lesson 2 may provide greater opportunity to compare and transfer knowledge and understanding of movement skill and strategies.

Different sample questions are provided below to explore how knowledge, understanding and skills have developed further and can be transferred to kicking.

* Option A – around the world – obstacle kicking golf – advanced (inclusion)
* Option B – bombard
* Option C – corner bowls
* Option D – s**tudent may participate in a combination of options A, B and C.**

#### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question “How can I solve problems while moving?” Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

#### Resources

* 1 ball and 2 cones per pair for the fast start activity
* 1 object to kick per student (it is preferable to have multiple other objects/balls available to allow students to swap if necessary).
* Objects to create a target/goal and to act as an obstacle. Examples include hoops, buckets, skipping ropes, cones.
* Cones to mark playing areas in Options B and C

## Lesson 6

Lesson 6 - Assessment framework

|  |  |  |
| --- | --- | --- |
| Outcomes | Student learning goals – students are learning to | Evidence of learning – students can |
| PD3-4 adapts movement skills in a variety of physical activity contexts | refine and adapt movement skills to perform specialised movements related to target games. | identify and apply changes to their throwing/kicking/striking technique to cater for strengths and weaknesses  Activities 19-20 |
| PD3-4 adapts movement skills in a variety of physical activity contexts | adapt techniques to cater for changing game settings and rules. | explain how they adjusted effort, the use of space and equipment to send an object (throw/kick/strike) specific to the game setting, rules and individual strengths  Activity 19 |
| PD3-4 adapts movement skills in a variety of physical activity contexts | adapt and apply different movement skills in a variety of whole class and small group challenges | select and adapt locomotor, object control and stability skills to perform specialised movement patterns related to the fast start challenge/activity  Activity 18 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | propose, explain and refine strategies to successfully complete a movement challenge | propose, explain, apply and refine strategies that are specific to the game setting, rules, scoring system, individual strengths  Activities 19-20 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | predict which movement will be most effective to complete the movement challenge | predict which type of throw/kick/strike will be most effective to avoid an obstacle and hit the target/score a goal  Activities 19-20 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | propose and apply changes to rules to create more inclusive play | create, modify and apply rules and scoring systems for a more inclusive learning environment  Activities 19-20 |
| PD3-9 applies and adapts self-management skills to respond to personal and group situations | reflect upon performances to propose changes to specialised movement skills and/or strategy to improve in future challenges/games | propose and understand alternative strategies that may contribute to improved success in a fast start activity  Activity 18 |

### Key inquiry questions and syllabus content

How can we adapt and perform movement skills in different situations?

Students:

* perform and refine movement skills to a variety of situations, for example:
  + vary locomotor movement patterns to cater for variations in movement, eg sprinting, distance running, sidestepping, dodging and defensive/offensive game skills **M** Critical and creative thinking icon
  + adapt movement techniques to cater for the use of different equipment and physical activities or games settings, eg accuracy, force, speed, distance, direction and control **M** Critical and creative thinking icon
  + use feedback to modify and adapt performance as a result of practice, peer and self-assessment, eg video recording to provide feedback on performance **S M** Information and communication technology capability icon
* practise specialised movement skills and apply them in a variety of movement sequences and situations, for example: (ACPMP061)
  + refine object control skills to perform specialised movement patterns related to a variety of games and sports, eg bowl/pitch, shoulder pass, chest pass, bounce pass, forehand, backhand strike, serve, punt, drop kick, tag/touch **M** Critical and creative thinking icon
  + apply kicking, striking and throwing skills to propel an object for accuracy and/or distance to maintain possession and/or implement strategies in games and sports, physical activities
* manipulate and modify elements of space, time, objects, effort and people to perform movement sequences, for example: (ACPMP065)
  + demonstrate an understanding of how to adjust the force and speed of an object to improve accuracy and control, eg throw, catch, dribble, strike, kick, trap/pass **M** Numeracy icon

How can we use strategies and tactics to create solutions to movement challenges?

Students:

* apply critical and creative thinking to generate, create and access solutions to movement challenges, for example: (ACPMP068)
  + recognise and consider a number of solutions to movement challenges and justify which solution is most appropriate or effective **S M** Critical and creative thinking icon Personal and social capability icon
  + apply movement skills and strategies from other contexts to generate a solution to an unfamiliar movement challenge, eg games **S M** Critical and creative thinking icon Personal and social capability icon
  + assess and refine strategies to persist and successfully perform new and challenging movement skills and sequences **S M** Critical and creative thinking icon Personal and social capability icon
  + implement tactics which account for their own strengths and the strengths of others in group and team activities **S M** Critical and creative thinking icon Personal and social capability icon
  + explain the rationale for particular rules, strategies and tactics in individual/group/team physical activities, games and sports **S I M** Critical and creative thinking icon Literacy icon

How can we work with others to build positive relationships during physical activity?

Students:

* demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities, for example: (ACPMP069)
  + propose changes to the rules and/or conditions to create more inclusive play and allow for a fairer contest **S I M** Critical and creative thinking icon Ethical understanding icon Personal and social capability icon
  + correctly interpret, explain and/or apply rules in games and physical activities **I M** Ethical understanding icon Literacy icon Personal and social capability icon

### Teaching and learning activities

Teaching considerations

#### Activity 18 – fast start – beat the clock

Refer to instructions in Lesson 5 - Activity 15. Different sample questions are provided below to explore how knowledge, understanding and skills have developed further**.**

##### Sample questions

* **How** could you communicate differently with your partner if one of your senses were inhibited? (for example, sight, hearing)
* How would you adjust **your throw if the object was significantly larger/smaller? What makes you say that?**

**(**Adapted from the NSW Department of Education website, 2015**.** [Fundamental movement skills in action](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/physical-education/resources))

#### Activity 19 – obstacle kicking golf – advanced (alternatives)

**Refer to instructions in Lesson 3 – Activity 9 and apply using the movement skill of kicking. Different examples and sample questions are provided below to explore how knowledge, understanding and skills have developed further and can be transferred to kicking.**

##### Teacher notes

It may be suitable to provide each student with 3 cones to mark the spot where their ball stops. This will allow the student to assess the three kicks without having to have 3 balls each.

Students may vary their strategy by modifying the style used to kick the ball. For example:

* Stationary ball on the ground
* Punt kick (kick ball from hands)
* Ball on a tee (ball is sitting on an object that allows the ball to sit slightly elevated)
* Moving ball (rolling or bouncing)

They may also modify how they approach the target and obstacle. For example:

* kicking the ball high directly over the obstacle trying to get it to stop quickly.
* applying spin to the ball so it curves around the obstacle.
* deliberately aiming wide of the obstacle so their next kick has a more direct line to the target.

##### Sample questions

Before the game:

* What type of kick will you use?
* How is this similar to the type of throw/s you used in the throwing version of this game?
* How will you avoid the obstacle?
* How will you use the space available?
* How will you adjust your body movements to apply different amounts of force to your kick?

After the game:

* Which solution was most effective for each target? What makes you say that?
* How you could refine your strategy and kicking technique for the least successful solution for each target?

#### **Activity 20 – transferring understanding and skills**

Refer to instructions in Lesson 3 - Activity 10 and apply using the movement skill of kicking. Different examples and sample questions are provided below to explore how **knowledge, understanding and skills have developed further and can be transferred to kicking.**

* Option A – around the world – obstacle kicking golf – advanced (inclusion)
* Option B – hit the target
* Option C – student may participate in options A and B.

#### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question “How can I solve problems while moving?” Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

#### Resources

* 1 ball and 2 cones per pair for the Fast start activity
* 1 objects to kick per student.
* Many objects to create targets and to act as obstacles. Examples include hoops, buckets, skipping ropes, cones.
* Cones to mark playing areas in option B

## Lesson 7

Lesson 7 - Assessment framework

|  |  |  |
| --- | --- | --- |
| Outcomes | Student learning goals – students are learning to | Evidence of learning – students can |
| PD3-4 adapts movement skills in a variety of physical activity contexts | refine and adapt movement skills to perform specialised movements related to target games. | identify and apply changes to their throwing/kicking/striking technique to cater for strengths and weaknesses  Activities 23-24 |
| PD3-4 adapts movement skills in a variety of physical activity contexts | adapt techniques to cater for changing game settings and rules. | explain how they adjusted effort, the use of space and equipment to send an object (throw/kick/strike) specific to the game setting, rules and individual strengths  Activities 23-24 |
| PD3-4 adapts movement skills in a variety of physical activity contexts | adapt and apply different movement skills in a variety of whole class and small group challenges | select and adapt locomotor, object control and stability skills to perform specialised movement patterns related to the fast start challenge/activity  Activity 21 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | propose, explain and refine strategies to successfully complete a movement challenge | propose, explain, apply and refine strategies that are specific to the game setting, rules, scoring system, individual strengths  Activities 23-24 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | explain the rationale for particular rules, strategies and tactics | create, modify and apply rules and scoring systems to challenge individual strengths and explain the rationale  Activities 23-24 |
| PD3-9 applies and adapts self-management skills to respond to personal and group situations | reflect upon performances to propose changes to specialised movement skills and/or strategy to improve in future challenges/games | propose and understand alternative strategies that may contribute to improved success in a fast start activity  Activity 21 |
| PD3-9 applies and adapts self-management skills to respond to personal and group situations | recognise individual strengths related to the movement challenge | identify and explain individual strengths related to the target game setting (for example, skill execution, understanding of and ability to adapt strategy, communication, collaboration, inclusion)  Activities 23-24 |

### Key inquiry questions and syllabus content

Howcan we adapt and perform movement skills in different situations?

Students:

* perform and refine movement skills to a variety of situations, for example:
  + vary locomotor movement patterns to cater for variations in movement, eg sprinting, distance running, sidestepping, dodging and defensive/offensive game skills **M** Critical and creative thinking icon
  + adapt movement techniques to cater for the use of different equipment and physical activities or games settings, eg accuracy, force, speed, distance, direction and control **M** Critical and creative thinking icon
  + use feedback to modify and adapt performance as a result of practice, peer and self-assessment, eg video recording to provide feedback on performance **S M** Information and communication technology capability icon
* practise specialised movement skills and apply them in a variety of movement sequences and situations, for example: (ACPMP061)
  + refine object control skills to perform specialised movement patterns related to a variety of games and sports, eg bowl/pitch, shoulder pass, chest pass, bounce pass, forehand, backhand strike, serve, punt, drop kick, tag/touch **M** Critical and creative thinking icon
  + apply kicking, striking and throwing skills to propel an object for accuracy and/or distance to maintain possession and/or implement strategies in games and sports, physical activities
* manipulate and modify elements of space, time, objects, effort and people to perform movement sequences, for example: (ACPMP065)
  + demonstrate an understanding of how to adjust the force and speed of an object to improve accuracy and control, eg throw, catch, dribble, strike, kick, trap/pass **M** Numeracy icon

How can we use strategies and tactics to create solutions to movement challenges?

Students:

* apply critical and creative thinking to generate, create and access solutions to movement challenges, for example: (ACPMP068)
  + recognise and consider a number of solutions to movement challenges and justify which solution is most appropriate or effective **S M** Critical and creative thinking icon Personal and social capability icon
  + apply movement skills and strategies from other contexts to generate a solution to an unfamiliar movement challenge, eg games **S M** Critical and creative thinking icon Personal and social capability icon
  + assess and refine strategies to persist and successfully perform new and challenging movement skills and sequences **S M** Critical and creative thinking icon Personal and social capability icon
  + implement tactics which account for their own strengths and the strengths of others in group and team activities **S M** Critical and creative thinking icon Personal and social capability icon
  + explain the rationale for particular rules, strategies and tactics in individual/group/team physical activities, games and sports **S I M** Critical and creative thinking icon Literacy icon

How can we work with others to build positive relationships during physical activity?

Students:

* demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities, for example: (ACPMP069)
  + correctly interpret, explain and/or apply rules in games and physical activities **I M** Ethical understanding icon Literacy icon Personal and social capability icon

### Teaching and learning activities

Teaching considerations

#### Activity 21 – fast start – underarm return relay

Teacher:

* selects a playing area and marks boundaries
* organises students into pairs
* provides three cones/markers per pair

Students:

* place one cone at their starting point,
* place one cone (ball cone) 2-3 metres away where they will place and pick-up the ball
* place one cone 2-3 metres past the ‘ball cone’ for their ‘turning point’
* nominate as Student 1 and Student 2
* take turns to run and place ball on the ‘ball cone’, run around the turning point, pick up the ball and throw it to their partner who is standing at the starting point
* swap positions after every throw
* score a point for every run, return and catch
* aim to score as many points as possible as a pair in the time designated by the teacher

Variations:

* increase/decrease the distance between the starting point and the ‘ball cone’
* use a wide variety of balls, for example, different shapes, sizes and weight
* use different locomotor skills to travel to/from the cone, for example, jump, hop, skip
* perform an activity/movement at the turning point, for example, a vertical jump, start jump, animal walk

##### Sample questions

* What type of throw was most effective? What makes you say that?
* How did you adjust your running speed, direction and level to turn around the cone quickly?

(Adapted from Sport Australia 2019 ©**,** [Playing for Life activity cards](https://www.sportaus.gov.au/p4l))

##### Teacher notes

Students will re-visit the activities that were completed in Lessons 1-6 to deepen their understanding of appropriate strategies to solve movement challenges in target games. Students will continue to identify individual strengths, create inclusive and fair games while proposing, testing and analysing alternative solutions. Lessons 7-9 will focus on the movement skill of striking while following the learning sequence of lessons 1-3 and 4-6.

Activity 22 – obstacle striking golf – intro

Refer to instructions in Lesson 1 – Activity 2 and apply using the movement skill of striking. When creating targets students may use cones or other objects to create a small goal.

Different sample questions are provided below to explore how knowledge, understanding and skills have developed further and can be transferred to striking. Some striking/hitting styles include:

* 1-hand strike – waist height – tennis (hold the ball in one hand, drop the ball down onto the racquet/bat or drop and bounce on the ground before striking)
* 1-hand strike – overhead – tennis (lob ball above the head and strike)
* 2-hand strike – waist height horizontal – T-ball/baseball (strike the ball off a waist batting high tee or an underarm throw)
* 2-hand strike – ankle/foot height vertical – cricket/golf (strike the ball off a tee, drop the ball and strike or an underarm throw from a peer)

A waist-high batting tee may be a sport-specific T-ball tee, off the top of a cricket stump. An ankle/foot high batting tee may be a sport-specific cricket or golf tee, a cone/marker or soft object.

##### Sample questions

* What striking/hitting style did you use to avoid the obstacle? Was it effective? What makes you say that?
* How could you refine your striking/hitting style so it is more effective?
* What changes can you make to the challenge to create the optimal level of challenge? (not too easy, not too hard)

#### Activity 23 – o**bstacle striking golf – advanced (strengths)**

Refer to instructions in Lesson 1 – Activity 3 and apply using the movement skill of striking. Different examples and sample questions are provided below to explore how knowledge, understanding and skills have developed further and can be transferred to striking. Examples of individual strengths may include:

* ‘I am very consistent when using a 1-hand strike at a target over a short distance’
* ‘I can hit the ball a long way using a 2-hand horizontal strike’
* ‘I am very good at judging the appropriate amount of force to apply to my strikes/hits’
* ‘I am very good at rebounding the ball off the wall to avoid the obstacle’

Students will then suggest changes to the game and/or create rules to challenge their strengths. Examples of changes may include:

* Moving the obstacle closer to the target. If the student identified their ability to use a 1-hand strike over a short distance as a strength, by moving the obstacle closer to the target this may block the direct path to the target and challenge the accuracy of the strike/hit. It may also require the student to approach the target from a different angle.
* Introducing the rule that the first strike/hit has to be 1-handed. If the student identified the 2-hand horizontal strike as a strength, by not allowing them to use it on their first strike/hit the game will become more challenging.
* Change the object that is used to strike/hit or the object that is hit. If the student identified their ability to judge the appropriate amount of force required, by giving them a different striking implement or ball/object it will increase the challenge of judging the correct amount of force.

##### Sample questions

* How did you adapt your striking/hitting style to overcome the increased challenge? Was it successful? What makes you say that?
* Was your strategy similar to the one used in the throwing or kicking version of this game? What makes you say that? Was it effective?
* How could you refine your strategy so it is more effective in future games?

#### Activity 24 – t**ransferring understanding and skills**

Refer to instructions in Lesson 1 – Activity 4 and apply using the movement skill of striking. Students participate in one or more of the options suggested. Playing the same option as Lesson 1 and/or 4 may provide greater opportunity to compare and transfer knowledge and understanding of movement skill and strategies.

Different sample questions are provided below to explore how knowledge, understanding and skills have developed further and can be transferred to striking.

* Option A – around the world – obstacle striking golf – advanced
* Option B – bullseye
* Option C – student may participate in both options A and B.

##### Sample questions

* What can you do or know/understand about throwing and kicking that will transfer into this striking game?
* Were you able to use your identified strength in this game? How? Was it effective? What makes you say that?
* How did you adapt your striking/hitting style and strategy to be effective? Consider how you used and adjusted the amount of force applied, the space and equipment you used.

#### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I solve problems while moving?’ Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

#### Resources

* 1 ball/bean bag (or similar) and 1 cone per student for the fast start activity
* 1 ball/object to strike/hit per student (it is preferable to have multiple other objects/balls available to allow students to swap if necessary).
* 1 striking implement (bat/racquet/club to strike/hit a ball per student (it is preferable to have multiple other objects/balls available to allow students to swap if necessary).
* Objects to create a target and to act as an obstacle. Examples include hoops, buckets, skipping ropes, cones.

## Lesson 8

Lesson 8 - Assessment framework

|  |  |  |
| --- | --- | --- |
| Outcomes | Student learning goals – students are learning to | Evidence of learning – students can |
| PD3-4 adapts movement skills in a variety of physical activity contexts | refine and adapt movement skills to perform specialised movements related to target games. | identify and apply changes to their throwing/kicking/striking technique to cater for strengths and weaknesses  Activities 26-27 |
| PD3-4 adapts movement skills in a variety of physical activity contexts | adapt and apply different movement skills in a variety of whole class and small group challenges | select and adapt locomotor, object control and stability skills to perform specialised movement patterns related to the fast start challenge/activity  Activity 25 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | propose, explain and refine strategies to successfully complete a movement challenge | propose, explain, apply and refine strategies that are specific to the game setting, rules, scoring system, individual strengths  Activities 26-27 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | predict which movement will be most effective to complete the movement challenge | predict which type of throw/kick/strike will be most effective to avoid an obstacle and hit the target/score a goal  Activity 26 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | propose and apply changes to rules to create more inclusive play | create, modify and apply rules and scoring systems for a more inclusive learning environment  Activities 26-27 |
| PD3-9 applies and adapts self-management skills to respond to personal and group situations | reflect upon performances to propose changes to specialised movement skills and/or strategy to improve in future challenges/games | propose and understand alternative strategies that may contribute to improved success in a fast start activity  Activity 25 |
| PD3-9 applies and adapts self-management skills to respond to personal and group situations | recognise individual strengths related to the movement challenge | identify and explain individual strengths related to the target game setting (for example, skill execution, understanding of and ability to adapt strategy, communication, collaboration, inclusion)  Activity 26 |

### Key inquiry questions and syllabus content

How can we adapt and perform movement skills in different situations?

Students:

* perform and refine movement skills to a variety of situations, for example:
  + vary locomotor movement patterns to cater for variations in movement, eg sprinting, distance running, sidestepping, dodging and defensive/offensive game skills **M** Critical and creative thinking icon
  + adapt movement techniques to cater for the use of different equipment and physical activities or games settings, eg accuracy, force, speed, distance, direction and control **M** Critical and creative thinking icon
  + use feedback to modify and adapt performance as a result of practice, peer and self-assessment, eg video recording to provide feedback on performance **S M** Information and communication technology capability icon
* practise specialised movement skills and apply them in a variety of movement sequences and situations, for example: (ACPMP061)
  + refine object control skills to perform specialised movement patterns related to a variety of games and sports, eg bowl/pitch, shoulder pass, chest pass, bounce pass, forehand, backhand strike, serve, punt, drop kick, tag/touch **M** Critical and creative thinking icon
  + apply kicking, striking and throwing skills to propel an object for accuracy and/or distance to maintain possession and/or implement strategies in games and sports, physical activities
* manipulate and modify elements of space, time, objects, effort and people to perform movement sequences, for example: (ACPMP065)
  + demonstrate an understanding of how to adjust the force and speed of an object to improve accuracy and control, eg throw, catch, dribble, strike, kick, trap/pass **M** Numeracy icon

How can we use strategies and tactics to create solutions to movement challenges?

Students:

* apply critical and creative thinking to generate, create and access solutions to movement challenges, for example: (ACPMP068)
  + recognise and consider a number of solutions to movement challenges and justify which solution is most appropriate or effective **S M** Critical and creative thinking icon Personal and social capability icon
  + apply movement skills and strategies from other contexts to generate a solution to an unfamiliar movement challenge, eg games **S M** Critical and creative thinking icon Personal and social capability icon
  + assess and refine strategies to persist and successfully perform new and challenging movement skills and sequences **S M** Critical and creative thinking icon Personal and social capability icon
  + implement tactics which account for their own strengths and the strengths of others in group and team activities **S M** Critical and creative thinking icon Personal and social capability icon
  + explain the rationale for particular rules, strategies and tactics in individual/group/team physical activities, games and sports **S I M** Critical and creative thinking icon Literacy icon

How can we work with others to build positive relationships during physical activity?

Students:

* demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities, for example: (ACPMP069)
  + propose changes to the rules and/or conditions to create more inclusive play and allow for a fairer contest **S I M** Critical and creative thinking icon Ethical understanding icon Personal and social capability icon
  + correctly interpret, explain and/or apply rules in games and physical activities **I M** Ethical understanding icon Literacy icon Personal and social capability icon

### Teaching and learning activities

Teaching considerations

#### Activity 25 – f**ast start – underarm return relay**

Refer to instructions in Lesson 7 - Activity 21. Different sample questions are provided below to explore how knowledge, understanding and skills have developed further.

##### Sample questions

* How did you communicate with your partner to move and swap positions quickly?
* How would you adjust your running speed, direction and level to turn around the cone quickly if the course was a different shape?

(Adapted from Sport Australia 2019 ©,[Playing for Life activity cards](https://www.sportaus.gov.au/p4l))

#### Activity 26 – **obstacle striking golf – advanced (inclusion)**

**Refer to instructions in Lesson 2 – Activity 6 and apply using the movement skill of striking. Different examples and sample questions are provided below to explore how knowledge, understanding and skills have developed further and can be transferred to striking.**

##### Part 1 – o****pposite hand****

Examples include the:

* preferred hand/side must take 3 steps back to take the first strike/hit
* preferred hand/side uses the object that has many corners and bounces in many different directions
* preferred hand/side has first attempt so the opposite hand/side can evaluate their strategies and use them to plan their own strategies.

###### Sample questions

* **What similarities and differences have you identified between your dominant (preferred) and non-dominant hand/side?**
* **How can you adapt the game to be inclusive and fair/evenly matched for both hands/sides?**
* **How will you overcome the suggested changes to be successful? What type of** strike/hit **will you use? Why?**
* **Did you notice a similar different between your dominant and non-dominant hand/side striking as you did for throwing or kicking? Why do you think this is the case?**

###### Teacher notes

There are many ways that students can make changes to the game to increase or decrease the difficulty for the participants. It is strongly recommended that students change one variable at a time so they are able to effectively evaluate the impact this change has on the game. Some variables that can be adapted include:

* size of the target
* number of targets
* distance to the target
* size of the obstacle
* number of obstacles
* location of the obstacle/s (in relation to the throwing line and the target. For example, is it blocking the direct path to the target?)
* the way the object is propelled (throw/kick/strike, underarm, overarm, still ball, moving ball, kick from ground/hands)
* the type of object that is propelled (small, large, light, heavy, soft, hard, shape)
* the scoring system (amount of points, scoring zones, penalties)

##### Part 2 – p****artner vs partner****

###### Sample questions

* **What similarities and differences have you identified between your strengths and your partners?**
* **How can you adapt the game to be inclusive and fair/evenly matched?**
* **Will the changes be similar to those made in the throwing/kicking version of this game? What makes you say that?**
* **How will you overcome the suggested changes to be successful? What type of** strike/hit **will you use? Why?**
* **Was the game fair/evenly matched? What makes you say that? If not, what changes can you suggest?**

#### Activity 27 – t**ransferring understanding and skills**

**Refer to instructions in Lesson 2 – Activity 7 and apply using the movement skill of striking. Students participate in one or more of the options suggested. Playing the same option as Lesson 2 and/or 5 may provide greater opportunity to compare and transfer knowledge and understanding of movement skill and strategies.**

**Different sample questions are provided below to explore how knowledge, understanding and skills have developed further and can be transferred to striking.**

* Option A – around the world – obstacle striking golf – advanced (inclusion)
* Option B – bombard
* Option C – corner bowls
* Option D – student may participate in a combination of options A, B and C.

#### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question “How can I solve problems while moving?” Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

#### Resources

* 1 ball/bean bag (or similar) and 1 cone per student for the Fast start activity
* 1 ball/object to strike/hit per student (it is preferable to have multiple other objects/balls available to allow students to swap if necessary).
* 1 striking implement (bat/racquet/club to strike/hit a ball per student (it is preferable to have multiple other objects/balls available to allow students to swap if necessary).
* Objects to create a target and to act as an obstacle. Examples include hoops, buckets, skipping ropes, cones.
* Objects to create a target and to act as an obstacle. Examples include hoops, buckets, skipping ropes, cones.
* Cones to mark playing areas in Options B and C

## Lesson 9

Lesson 9 - Assessment framework

|  |  |  |
| --- | --- | --- |
| Outcomes | Student learning goals – students are learning to | Evidence of learning – students can |
| PD3-4 adapts movement skills in a variety of physical activity contexts | refine and adapt movement skills to perform specialised movements related to target games. | identify and apply changes to their throwing/kicking/striking technique to cater for strengths and weaknesses  Activities 29-30 |
| PD3-4 adapts movement skills in a variety of physical activity contexts | adapt techniques to cater for changing game settings and rules. | explain how they adjusted effort, the use of space and equipment to send an object (throw/kick/strike) specific to the game setting, rules and individual strengths  Activity 29 |
| PD3-4 adapts movement skills in a variety of physical activity contexts | adapt and apply different movement skills in a variety of whole class and small group challenges | select and adapt locomotor, object control and stability skills to perform specialised movement patterns related to the fast start challenge/activity  Activity 28 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | propose, explain and refine strategies to successfully complete a movement challenge | propose, explain, apply and refine strategies that are specific to the game setting, rules, scoring system, individual strengths  Activities 29-30 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | predict which movement will be most effective to complete the movement challenge | predict which type of throw/kick/strike will be most effective to avoid an obstacle and hit the target/score a goal  Activities 29-30 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | propose and apply changes to rules to create more inclusive play | create, modify and apply rules and scoring systems for a more inclusive learning environment  Activities 29-30 |
| PD3-9 applies and adapts self-management skills to respond to personal and group situations | reflect upon performances to propose changes to specialised movement skills and/or strategy to improve in future challenges/games | propose and understand alternative strategies that may contribute to improved success in a fast start activity  Activity 28 |

### Key inquiry questions and syllabus content

How can we adapt and perform movement skills in different situations**?**

Students:

* perform and refine movement skills to a variety of situations, for example:
  + vary locomotor movement patterns to cater for variations in movement, eg sprinting, distance running, sidestepping, dodging and defensive/offensive game skills **M** Critical and creative thinking icon
  + adapt movement techniques to cater for the use of different equipment and physical activities or games settings, eg accuracy, force, speed, distance, direction and control **M** Critical and creative thinking icon
  + use feedback to modify and adapt performance as a result of practice, peer and self-assessment, eg video recording to provide feedback on performance **S M** Information and communication technology capability icon
* practise specialised movement skills and apply them in a variety of movement sequences and situations, for example: (ACPMP061)
  + refine object control skills to perform specialised movement patterns related to a variety of games and sports, eg bowl/pitch, shoulder pass, chest pass, bounce pass, forehand, backhand strike, serve, punt, drop kick, tag/touch **M** Critical and creative thinking icon
  + apply kicking, striking and throwing skills to propel an object for accuracy and/or distance to maintain possession and/or implement strategies in games and sports, physical activities
* manipulate and modify elements of space, time, objects, effort and people to perform movement sequences, for example: (ACPMP065)
  + demonstrate an understanding of how to adjust the force and speed of an object to improve accuracy and control, eg throw, catch, dribble, strike, kick, trap/pass **M** Numeracy icon

How can we use strategies and tactics to create solutions to movement challenges?

Students:

* apply critical and creative thinking to generate, create and access solutions to movement challenges, for example: (ACPMP068)
  + recognise and consider a number of solutions to movement challenges and justify which solution is most appropriate or effective **S M** Critical and creative thinking icon Personal and social capability icon
  + apply movement skills and strategies from other contexts to generate a solution to an unfamiliar movement challenge, eg games **S M** Critical and creative thinking icon Personal and social capability icon
  + assess and refine strategies to persist and successfully perform new and challenging movement skills and sequences **S M** Critical and creative thinking icon Personal and social capability icon
  + implement tactics which account for their own strengths and the strengths of others in group and team activities **S M** Critical and creative thinking icon Personal and social capability icon
  + explain the rationale for particular rules, strategies and tactics in individual/group/team physical activities, games and sports **S I M** Critical and creative thinking icon Literacy icon

How can we work with others to build positive relationships during physical activity?

Students:

* demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities, for example: (ACPMP069)
  + propose changes to the rules and/or conditions to create more inclusive play and allow for a fairer contest **S I M** Critical and creative thinking icon Ethical understanding icon Personal and social capability icon
  + correctly interpret, explain and/or apply rules in games and physical activities **I M** Ethical understanding icon Literacy icon Personal and social capability icon

### Teaching and learning activities

Teaching considerations

#### Activity 28 – f**ast start – send and run**

Teacher:

* selects a playing area and marks boundaries
* organises students into pairs
* provides two cones/markers and one bean bag/ball per pair
* ensures students are spread out cross the same line and far enough apart to ensure a bean bag/ball from other students won’t hit them.

Students:

* place one cone at their starting point
* negotiate how far away they place the second ‘target cone’. It should be placed at a distance that provides a challenge for them to throw the bean bag/ball and hit it. Recommend around 5-10 metres
* throw the bean bag/ball at the cone and chase it
* return the bean bag/ball to their partner
* score 1 point is their bean bag/ball reaches the distance of the cone
* score 5 points if the cone is hit
* swap with their partner after each throw
* aim to score as many points in the designated time.

Variations:

* increase/decrease the distance to the target cone
* use a different object to throw, for example, balls of different shapes, sizes and weight
* send the ball by kicking, striking, rolling
* use different locomotor skills to travel to/from the cone, for example, jump, hop, skip.

##### Sample questions

* What type of throw was most effective? What makes you say that?
* How did you adjust the force/direction/level of your throw?

#### Activity 29 – o**bstacle striking golf – advanced (alternatives)**

Refer to instructions in Lesson 3 – Activity 9 and apply using the movement skill of striking. Different examples and sample questions are provided below to explore how knowledge, understanding and skills have developed further and can be transferred to striking.

##### Teacher note

It may be suitable to provide each student with 3 cones to mark the spot where their ball stops. This will allow the student to assess the three strikes/hits without having to have 3 balls each.

Students may vary their strategy by modifying the style used to strike/hit the ball. For example, 1-hand horizontal, 1-hand overhead, 2-hand horizontal, 2-hand vertical. They may also modify the how they approach the target and obstacle. For example

* striking the ball high directly over the obstacle trying to get it to stop quickly.
* applying spin to the ball so it curves around the obstacle.
* deliberately aiming wide of the obstacle so their next strike/hit has a more direct line to the target.

##### Sample questions

Before the game:

* What type of strikes/hits will you use?
* How is this similar to the type of throw/kicks you used in the throwing/kicking version of this game?
* How will you avoid the obstacle?
* How will you use the space available?
* How will you adjust your body movements to apply different amounts of force to your strike/hit?

After the game:

* Which solution was most effective for each target? What makes you say that?
* How you could refine your strategy and striking/hitting technique for the least successful solution for each target?

#### Activity 30 – t**ransferring understanding and skills**

Refer to instructions in Lesson 3 - Activity 10 and apply using the movement skill of kicking. Different examples and sample questions are provided below to explore how knowledge, understanding and skills have developed further and can be transferred to kicking.

* Option A – around the world – obstacle kicking golf – advanced (inclusion)
* Option B – hit the target
* Option C – student may participate in options A and B.

#### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I solve problems while moving?’ Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

#### Resources

* Cones or lines to mark the playing area of the fast start activity.
* 1 ball/object to strike/hit per student (it is preferable to have multiple other objects/balls available to allow students to swap if necessary).
* 1 striking implement (bat/racquet/club to strike/hit a ball per student (it is preferable to have multiple other objects/balls available to allow students to swap if necessary).
* Objects to create a target and to act as an obstacle. Examples include hoops, buckets, skipping ropes, cones.
* Objects to create a target and to act as an obstacle. Examples include hoops, buckets, skipping ropes, cones.

## Lesson 10

Lesson 10 - Assessment framework

|  |  |  |
| --- | --- | --- |
| Outcomes | Student learning goals – students are learning to | Evidence of learning – students can |
| PD3-4 adapts movement skills in a variety of physical activity contexts | refine and adapt movement skills to perform specialised movements related to target games. | identify and apply changes to their throwing/kicking/striking technique to cater for strengths and weaknesses  Activity 32 |
| PD3-4 adapts movement skills in a variety of physical activity contexts | adapt and apply different movement skills in a variety of whole class and small group challenges | select and adapt locomotor, object control and stability skills to perform specialised movement patterns related to the fast start challenge/activity  Activity 31 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | propose, explain and refine strategies to successfully complete a movement challenge | propose, explain, apply and refine strategies that are specific to the game setting, rules, scoring system, individual strengths  Activity 32 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | explain the rationale for particular rules, strategies and tactics | create, modify and apply rules and scoring systems to challenge individual strengths and explain the rationale  Activity 32 |
| PD3-5 proposes, applies and assesses solutions to movement challenges | propose and apply changes to rules to create more inclusive play | create, modify and apply rules and scoring systems for a more inclusive learning environment  Activity 32 |
| PD3-9 applies and adapts self-management skills to respond to personal and group situations | reflect upon performances to propose changes to specialised movement skills and/or strategy to improve in future challenges/games | propose and understand alternative strategies that may contribute to improved success in a fast start activity  Activity 31 |

### Key inquiry questions and syllabus content

How can we adapt and perform movement skills in different situations**?**

Students:

* perform and refine movement skills to a variety of situations, for example:
  + vary locomotor movement patterns to cater for variations in movement, eg sprinting, distance running, sidestepping, dodging and defensive/offensive game skills **M** Critical and creative thinking icon
  + adapt movement techniques to cater for the use of different equipment and physical activities or games settings, eg accuracy, force, speed, distance, direction and control **M** Critical and creative thinking icon
  + use feedback to modify and adapt performance as a result of practice, peer and self-assessment, eg video recording to provide feedback on performance **S M** Information and communication technology capability icon
* practise specialised movement skills and apply them in a variety of movement sequences and situations, for example: (ACPMP061)
  + refine object control skills to perform specialised movement patterns related to a variety of games and sports, eg bowl/pitch, shoulder pass, chest pass, bounce pass, forehand, backhand strike, serve, punt, drop kick, tag/touch **M** Critical and creative thinking icon
  + apply kicking, striking and throwing skills to propel an object for accuracy and/or distance to maintain possession and/or implement strategies in games and sports, physical activities
* manipulate and modify elements of space, time, objects, effort and people to perform movement sequences, for example: (ACPMP065)
  + demonstrate an understanding of how to adjust the force and speed of an object to improve accuracy and control, eg throw, catch, dribble, strike, kick, trap/pass **M** Numeracy icon

How can we use strategies and tactics to create solutions to movement challenges?

Students:

* apply critical and creative thinking to generate, create and access solutions to movement challenges, for example: (ACPMP068)
  + recognise and consider a number of solutions to movement challenges and justify which solution is most appropriate or effective **S M** Critical and creative thinking icon Personal and social capability icon
  + apply movement skills and strategies from other contexts to generate a solution to an unfamiliar movement challenge, eg games **S M** Critical and creative thinking icon Personal and social capability icon
  + assess and refine strategies to persist and successfully perform new and challenging movement skills and sequences **S M** Critical and creative thinking icon Personal and social capability icon
  + implement tactics which account for their own strengths and the strengths of others in group and team activities **S M** Critical and creative thinking icon Personal and social capability icon
  + explain the rationale for particular rules, strategies and tactics in individual/group/team physical activities, games and sports **S I M** Critical and creative thinking icon Literacy icon

How can we work with others to build positive relationships during physical activity?

Students:

* demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities, for example: (ACPMP069)
  + propose changes to the rules and/or conditions to create more inclusive play and allow for a fairer contest **S I M** Critical and creative thinking icon Ethical understanding icon Personal and social capability icon
  + correctly interpret, explain and/or apply rules in games and physical activities **I M** Ethical understanding icon Literacy icon Personal and social capability icon

### Teaching and learning activities

Teaching considerations

#### Activity 31 – f**ast start – send and run**

Refer to instructions in Lesson 9 - Activity 28. Different sample questions are provided below to explore how knowledge, understanding and skills have developed further.

##### Sample questions

* What type of throw would be most effective if it was a large distance to the target? What makes you say that?
* How could you adjust the force/direction/level of your throw?

#### Activity 32 – t**arget game design**

Encourage students to reflect upon the learning from previous lessons and discuss the skills and strategies they have developed and applied, and how they were adapted to suit the challenge.

##### Sample questions

* What different variations of the throw, kick and strike skills have you used?
* How have you adapted these skills to solve problems in movement challenges?
* Were your games inclusive and fair/evenly matched? How do you know this?
* How did you test, analyse and decide upon the most appropriate strategy to use in a movement challenge?

Teacher:

* organises students into pairs.
* explains that students will create their own inclusive and fair target game by selecting and adapting game features used in earlier lessons. Features include:
  + target size and location
  + number of targets (student games may include one or many targets, for example, an obstacle course)
  + obstacles between participant and target (size, position and number)
  + rules (how to send the object, how many objects to send, the intention/goal of the game, boundaries, any penalties for breaking rules)
  + scoring system (so all abilities levels can succeed)
* Refer to Appendix 6. This may be used for students to document their game design.

Students:

* design the game (encourage them to do this within 2-3 minutes)
* collect equipment required
* play their own game
* make adjustments to the game after playing it 2-3 times
* play the game again
* make adjustments again (if necessary)
* join with another pair
* explain the intention/goal and rules of their game
* play against the other pair
* swap roles and play their opponents game
* respectfully suggest modifications to their opponent’s game (if necessary)
* repeat this process with other pairs.

##### Sample questions

* What strategies did use that were the same or similar to previous games played? Explain
* How did you adapt the skills of throwing, kicking and striking to be effective in the game?
* How did you use different pieces of equipment to create an inclusive and fair game (with the optimal level of challenge)? (Optimal level of challenge – not too easy, not too hard)
* How did you adjust the rules and/or scoring system to create an inclusive and fair game (with the optimal level of challenge)?
* What changes would provide an optimal level of challenge? (not too easy, not too hard)

#### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question “How can I solve problems while moving?” Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

#### Resources

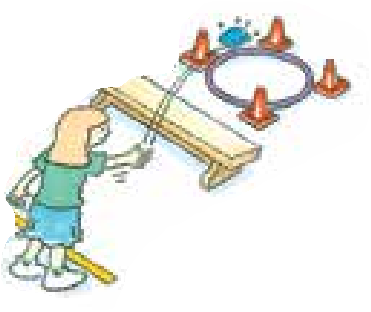
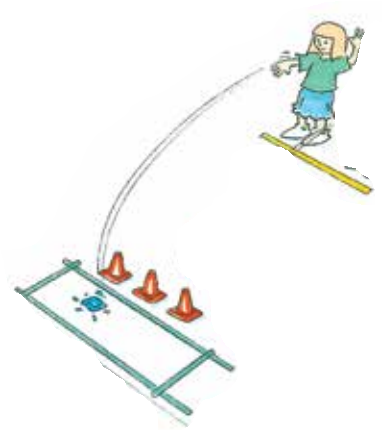
Students select equipment based on the design of their game**.**

## Observational framework for assessment

|  |  |  |
| --- | --- | --- |
| Outcomes | Student learning goals – students are learning to | Evidence of learning – students can |
| The syllabus outcomes that will be assessed against throughout this unit of work. Refer to pages 14-19 of the PDHPE K-10 syllabus. | What students are expected to know, understand and do as a result of the learning within this unit of work. These are derived from the identified syllabus outcomes, content ‘dot’ and dash’ points and the ‘big idea/key concept’. | The specific behaviours you will expect to observe and use as an indicator of student learning towards the unit learning goals and syllabus outcomes.  These are derived from the unit learning goals, [NSW Physical Literacy Continuum K-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/physical-literacy) cluster markers and [cluster examples](https://schoolsequella.det.nsw.edu.au/file/a9db92e4-d89a-450a-b4dd-cace87576a2b/1/cluster-examples.pdf). Refer to Appendix 8 for more detail. |
| PD3-4 adapts movement skills in a variety of physical activity contexts | refine and adapt movement skills to perform specialised movements related to target games. | identify and apply changes to their throwing/kicking/striking technique to cater for strengths and weaknesses (Activities 3, 4, 6, 7, 9, 10, 13, 14, 16, 17, 19, 20, 23, 24, 26, 27, 29, 30, 32) |
| PD3-4 adapts movement skills in a variety of physical activity contexts | adapt techniques to cater for changing game settings and rules. | explain how they adjusted effort, the use of space and equipment to send an object (throw/kick/strike) specific to the game setting, rules and individual strengths (Activities 3, 4, 9, 13, 14, 19, 23, 24, 29) |
| PD3-4 adapts movement skills in a variety of physical activity contexts | adapt and apply different movement skills in a variety of whole class and small group challenges | select and adapt locomotor, object control and stability skills to perform specialised movement patterns related to the fast start challenge/activity (Activities 1, 5, 8, 11, 15, 18, 21, 25, 28, 31) |
| PD3-5 proposes, applies and assesses solutions to movement challenges | propose, explain and refine strategies to successfully complete a movement challenge | propose, explain, apply and refine strategies that are specific to the game setting, rules, scoring system, individual strengths (Activities 2, 3, 4, 6, 7, 9, 10, 13, 14, 16, 17, 19, 20, 23, 24, 26, 27, 29, 30, 32) |
| PD3-5 proposes, applies and assesses solutions to movement challenges | predict which movement will be most effective to complete the movement challenge | predict which type of throw/kick/strike will be most effective to avoid an obstacle and hit the target/score a goal (Activities 6, 9, 10, 16, 9, 20, 26, 29, 30) |
| PD3-5 proposes, applies and assesses solutions to movement challenges | explain the rationale for particular rules, strategies and tactics | create, modify and apply rules and scoring systems to challenge individual strengths and explain the rationale (Activities 3, 4, 13, 14, 23, 24, 32) |
| PD3-5 proposes, applies and assesses solutions to movement challenges | propose and apply changes to rules to create more inclusive play | create, modify and apply rules and scoring systems for a more inclusive learning environment (Activities 6, 7, 9, 10, 16, 17, 19, 20, 26, 27, 29, 30, 32) |
| PD3-9 applies and adapts self-management skills to respond to personal and group situations | reflect upon performances to propose changes to specialised movement skills and/or strategy to improve in future challenges/games | propose and understand alternative strategies that may contribute to improved success in a fast start activity (Activities 1, 5, 8, 11, 15, 18, 21, 25, 28, 31) |
| PD3-9 applies and adapts self-management skills to respond to personal and group situations | recognise individual strengths related to the movement challenge | identify and explain individual strengths related to the target game setting (for example, skill execution, understanding of and ability to adapt strategy, communication, collaboration, inclusion) (Activities 3, 4, 6, 13, 14, 16, 23, 24, 26) |

## Appendix 1 – obstacle golf

Examples

Adapted from the website Sport Australia 2019 ©, [Playing for life activity cards](https://www.sportaus.gov.au/p4l).

### Obstacle throwing golf

#### Intro sample questions

* What throwing style did you use to avoid the obstacle? Was it effective? What makes you say that?
* How could you refine your throwing style, so it is more effective?
* What changes can you make to the challenge to create the optimal level of challenge? (not too easy, not too hard)
* What parts of the throw or strategies you used in previous lessons may transfer to this

#### Advanced (strengths) sample questions

* How did you adapt your throwing style to overcome the increased challenge? Was it successful? What makes you say that?
* How could you refine your strategy, so it is more effective in future games

#### Advanced (inclusion) sample questions

##### Part 1 – opposite hand

* What similarities and differences have you identified between your dominant (preferred) and non-dominant hand?
* How can you adapt the game to be inclusive and fair/evenly matched for both hands?
* How will you overcome the suggested changes to be successful? What type of throw will you use? Why?

##### Part 2 – partner vs partner

* What similarities and differences have you identified between your strengths and your partners?
* How can you adapt the game to be inclusive and fair/evenly matched?
* How will you overcome the suggested changes to be successful? What type of throw will you use? Why?
* Was the game fair/evenly matched? What makes you say that? If not, what changes can you suggest

#### Advanced (alternatives) sample questions

##### Before the game

* What type of throws will you use?
* How will you avoid the obstacle?
* How will you use the space available?
* How will you adjust your body movements to apply different amounts of force to your throw?

##### After the game

* Which solution was most effective for each target? What makes you say that?
* How you could refine your strategy and throwing technique for the least successful solution for each target?

### Kicking golf

#### Intro sample questions

* What parts of the throw or strategies you used in previous lessons may transfer to this kicking challenge?
* What throwing style did you use to avoid the obstacle? Was it effective? What makes you say that?
* How could you refine your throwing style so it is more effective?
* What changes can you make to the challenge to create the optimal level of challenge? (not too easy, not too hard)

#### Advanced (strengths) sample questions

* How did you adapt your kicking style to overcome the increased challenge? Was it successful? What makes you say that?
* Was your strategy similar to the one used in the throwing version of this game? What makes you say that? Was it effective?
* How could you refine your strategy so it is more effective in future games?

#### Advanced (inclusion) sample questions

##### Part 1 – opposite foot

* What similarities and differences have you identified between your dominant (preferred) and non-dominant foot?
* How can you adapt the game to be inclusive and fair/evenly matched for both feet?
* How will you overcome the suggested changes to be successful? What type of kick will you use? Why?
* Did you notice a similar different between your dominant and non-dominant side kicking as you did for throwing? Why do you think this is the case?

##### Part 2 – partner vs partner

* What similarities and differences have you identified between your strengths and your partners?
* How can you adapt the game to be inclusive and fair/evenly matched?
* Will the changes be similar to those made in the throwing version of this game? What makes you say that?
* How will you overcome the suggested changes to be successful? What type of kick will you use? Why?
* Was the game fair/evenly matched? What makes you say that? If not, what changes can you suggest?

#### Advanced (alternatives) sample questions

##### Before the game

* What type of kick will you use?
* How is this similar to the type of throw/s you used in the throwing version of this game?
* How will you avoid the obstacle?
* How will you use the space available?
* How will you adjust your body movements to apply different amounts of force to your kick?

##### After the game

* Which solution was most effective for each target? What makes you say that?
* How you could refine your strategy and kicking technique for the least successful solution for each target?

### Striking golf

#### Intro sample questions

* What striking/hitting style did you use to avoid the obstacle? Was it effective? What makes you say that?
* How could you refine your striking/hitting style so it is more effective?
* What changes can you make to the challenge to create the optimal level of challenge? (not too easy, not too hard)

#### Advanced (strengths) sample questions

* How did you adapt your striking/hitting style to overcome the increased challenge? Was it successful? What makes you say that?
* Was your strategy similar to the one used in the throwing or kicking version of this game? What makes you say that? Was it effective?
* How could you refine your strategy so it is more effective in future games

#### Advanced (inclusion) sample questions

##### Part 1 – opposite hand/side

* What similarities and differences have you identified between your dominant (preferred) and non-dominant hand/side?
* How can you adapt the game to be inclusive and fair/evenly matched for both hands/sides?
* How will you overcome the suggested changes to be successful? What type of strike/hit will you use? Why?
* Did you notice a similar different between your dominant and non-dominant hand/side striking as you did for throwing or kicking? Why do you think this is the case?

##### Part 2 – partner vs partner

* What similarities and differences have you identified between your strengths and your partners?
* How can you adapt the game to be inclusive and fair/evenly matched?
* Will the changes be similar to those made in the throwing/kicking version of this game? What makes you say that?
* How will you overcome the suggested changes to be successful? What type of strike/hit will you use? Why?
* Was the game fair/evenly matched? What makes you say that? If not, what changes can you suggest?

#### Advanced (alternatives) sample questions

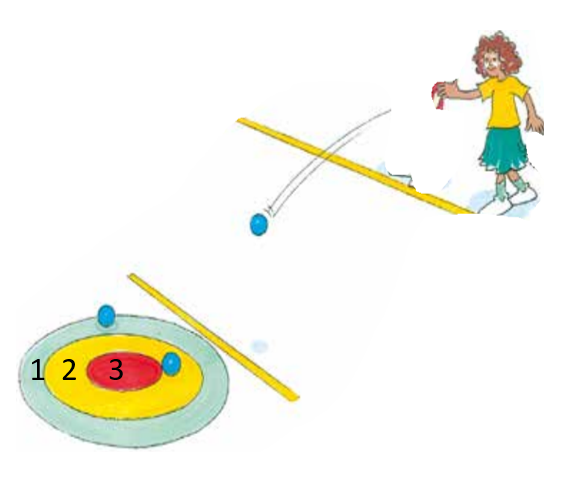
##### Before the game

* What type of strikes/hits will you use?
* How is this similar to the type of throw/kicks you used in the throwing/kicking version of this game?
* How will you avoid the obstacle?
* How will you use the space available?
* How will you adjust your body movements to apply different amounts of force to your strike/hit?

##### After the game

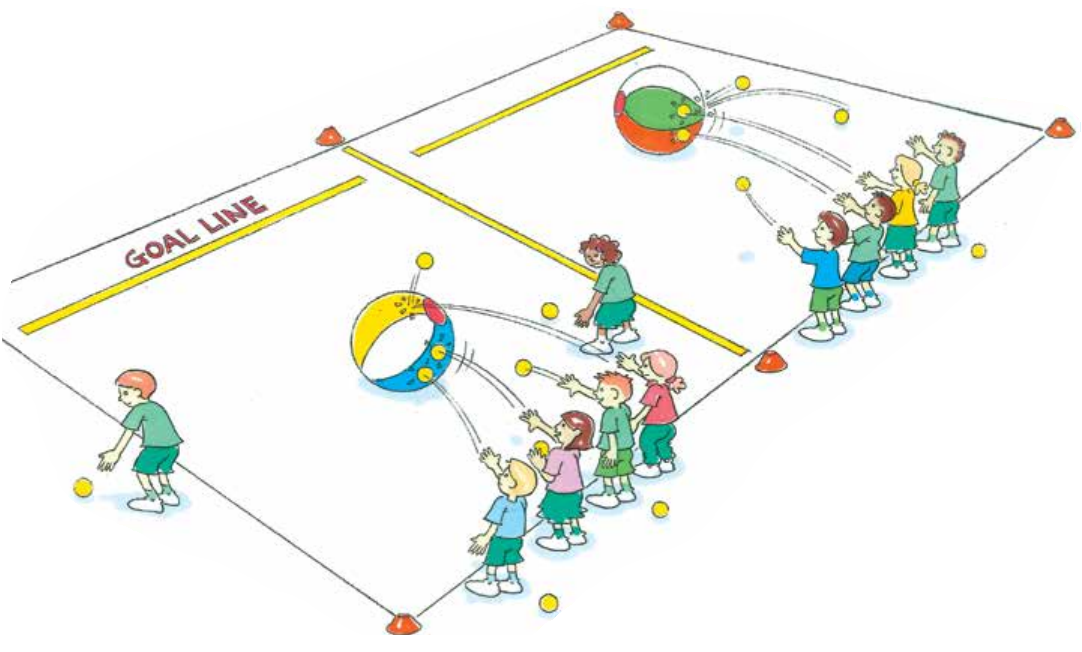
* Which solution was most effective for each target? What makes you say that?
* How you could refine your strategy and striking/hitting technique for the least successful solution for each target?

## Appendix 2 – bullseye



Adapted from the website Sport Australia 2019 ©, [Playing for life activity cards](https://www.sportaus.gov.au/p4l)

## Appendix 3 – bombard



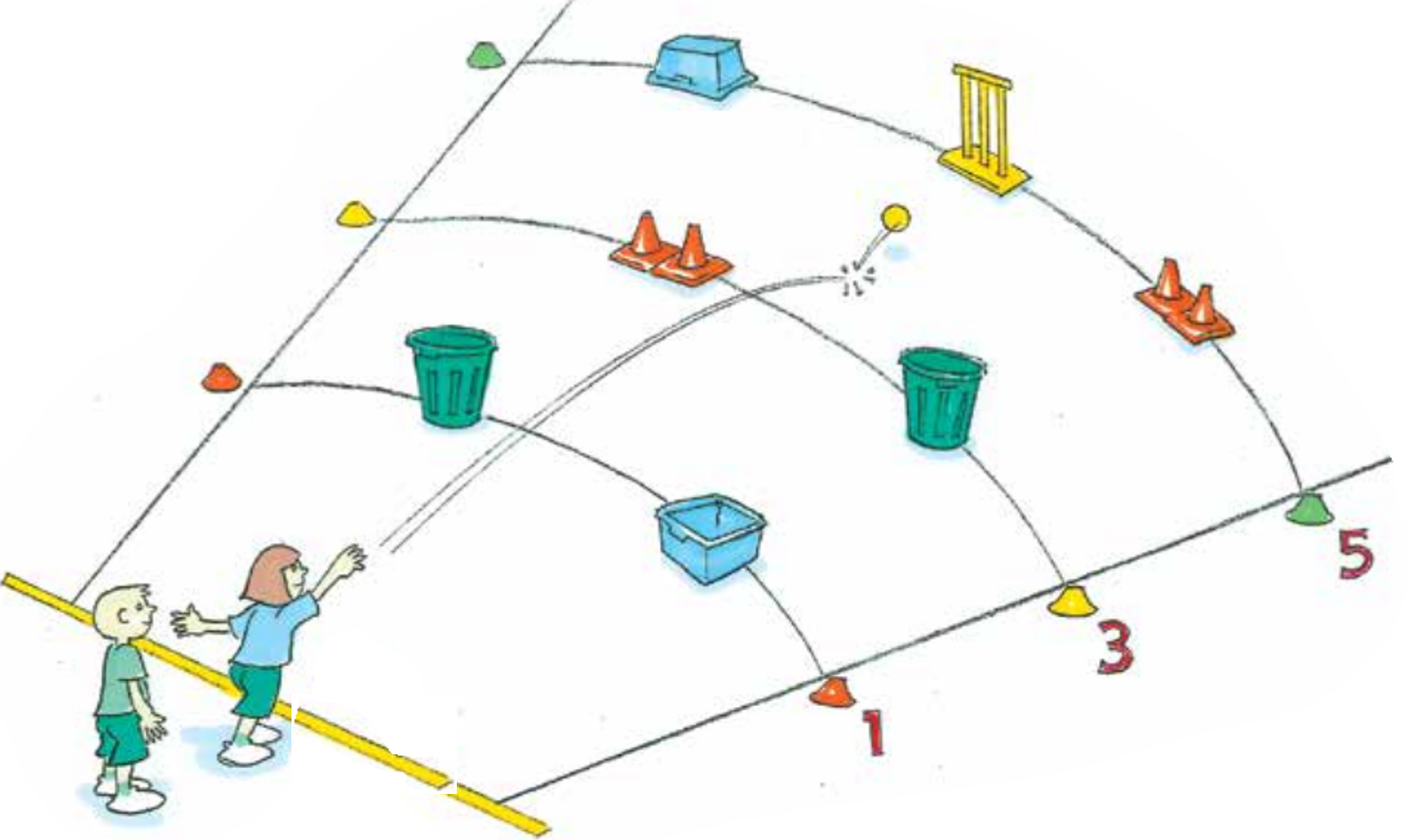
Adapted from the website Sport Australia 2019 ©, [Playing for life activity cards](https://www.sportaus.gov.au/p4l)

## Appendix 4 – corner ball



Adapted from the website Sport Australia 2019 ©, [Playing for life activity cards](https://www.sportaus.gov.au/p4l)

## Appendix 5 – hit the target



Adapted from the website Sport Australia 2019 ©, [Playing for life activity cards](https://www.sportaus.gov.au/p4l)

## Appendix 6

|  |  |
| --- | --- |
| Target game design | Student notes |
| What is the goal of the game? |  |
| List the rules. How are they adapted to:  challenge your strengths?  promote inclusion?  create a fair game?  provide the optimal level of challenge? Not too easy, not too hard) |  |
| Explain the scoring system |  |
| What equipment is needed? |  |
| Draw your game. Label the:  ‘starting line’  the target/s  obstacles  boundaries  scoring zones (if appropriate) |  |

## Appendix 7 – sample exit ticket

The following sample questions may be used as an exit ticket in addition to or replacing the reflection activity where students answer the essential question of ‘How can I solve problems while moving?’ Students may respond verbally or on the sheet below.

|  |  |
| --- | --- |
| Sample reflection questions | Student notes |
| Name one challenge you faced in the lesson today |  |
| What skills did you use to overcome the challenge?  For example, bend, twist, run, jump, throw, kick, strike, communication, finding solutions. |  |
| Explain the strategies you used to overcome the challenge?  (How did you use the skills? Consider explaining how you used and adjusted things like force, space, time, direction, levels)  How did you adapt them? |  |
| Was it successful? Why not? |  |
| How might you adjust your strategy to improve its effectiveness in the future? |  |

## Appendix 8

The following [NSW Physical Literacy Continuum K-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/physical-literacy) cluster markers guided the development of the ‘Evidence of Learning’ (EoL) as observable behaviours to address the unit learning goals and identified syllabus outcomes.

### Movement competencies

* Refines stability, locomotor and object control skills in controlled physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)

### Tactical movement

* Applies multiple tactics within a physical activity, e.g. shows they have a number of options in a situation to change the way they move
* Implements tactics which account for the strengths of self and others within a physical activity
* Recognises similarities and differences between tactics used to achieve specific purposes in physical activities
* Creates a plan to succeed in physical activity which takes account of individual strengths

### Motivation and behavioural skills

* Persists with challenging physical activities and understands how success through persistence can have positive outcomes

### Personal and social attributes

* Takes initiative to encourage respect for others in physical activity
* Consciously participates within the rules and etiquette of different physical activities

## Resources

What resources will the teacher require to deliver this unit of work as planned in the ‘teaching and learning activities’?

* Lessons 1-10 - Fast start activities require cones to mark boundaries for the playing area. Most Fast start activities can be played within a 20 metre x 20 metre area. Cones may not be required if current landmarks support these games. For example, line markings on a basketball or netball court.
* Lessons 1-3 require each student to have at least one object to throw, preferably 3 three to allow for time efficient testing of alternatives and game play. This may be a soft ball (for example, tennis ball), bean bags or another soft object.
* Lessons 4-6 require each student to have at least one ball to kick, preferably 3 three to allow for time efficient testing of alternatives and game play. This can include both round and egg-shaped balls.
* Lessons 7-9 require each pair to have at least one ball to strike, preferably 3 three to allow for time efficient testing of alternatives and game play. Students will also require three different striking implements.
* Lesson 10 each pair will select the equipment required to design their own target game. Suggested items to have available include cones, hoops, a wide range of balls to throw, kick and strike plus a wide range of striking implements (tennis racquet, cricket bat, golf club, t-ball bat).

## Vocabulary/glossary

What key terms will deepen student knowledge and understanding of key concepts and skills addressed throughout the unit of work?

* Target, goal, send, throw, kick, punt, strike, accuracy, strategy, adjust, distance, force, increase, decrease, optimal, difficulty, design, compare, analyse, alternative.

## Evaluation

Teacher analysis of the teaching and learning in the entire unit of work. Sample questions to address include are below.

|  |  |
| --- | --- |
| Evaluation | Teacher notes |
| How well did the class demonstrate understanding of key concepts? | *Write notes here.* |
| What concepts/topics will I need to revisit to support student understanding? | *Write notes here.* |
| When will these concepts be revisited? | *Write notes here.* |
| How well were student learning needs met? | *Write notes here.* |
| Did all students have opportunities to demonstrate their knowledge, understanding and skills? | *Write notes here.* |
| Did adjustments provide adequate and appropriate access to all activities by all students? | *Write notes here.* |
| Were the resources used accessible for all students? | *Write notes here.* |
| Which activities in the learning sequence will I need to adapt to ensure better achievement of learning goals? | *Write notes here.* |
| Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement? | *Write notes here.* |
| Which activities and tasks were most engaging and effective? | *Write notes here.* |
| Did the adjustments provide adequate and appropriate access to all activities by all students? | *Write notes here.* |